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ABSTRACT

The purpose or immediate goal of the Nigerian Technical Teacher Training Project was to provide for a Bachelor of Education degree program, but the long-range goal was to develop and to provide Nigeria with a pool of trained technical instructors. Perceptions of the program were gathered from a sample of 34 Nigerian students who had participated in the program and from a group of 60 Canadian students who had taken classes with the Nigerian students. Questionnaires with a Likert-type scale were used to gather data. Data analysis yielded an overall positive perception of the teacher training project. The Nigerian students indicated satisfaction with most aspects of the program, such as teaching ability of the staff, teacher interest, program responsiveness to their needs, and living experience in Canada. Some weaknesses were identified such as intensity (time) of the program. The Canadian students also reported positive perceptions of the program, stating that they found the Nigerian students did at least their fair share of group work, that they were friendly, and that they provided an opportunity to learn about life in other countries. (KC)

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NIGERIAN AND CANADIAN STUDENT PERCEPTION OF TECHNICAL TEACHER TRAINING PROBLEMS

REPORT I

MAY 1986

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NIGERIAN PROJECT

PROJECT TITLE: Nigerian Technical Teacher Training Project

GRANT SOURCE: Canadian Bureau for International Education

EXECUTING AGENCY: University of Manitoba
Faculty of Education

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ABSTRACT

The Nigerian Technical Teacher Training Project was conducted by two agencies; (1) University of Manitoba/Red River Community College and (2) University of New Brunswick. The purpose or immediate goal was to provide for a Bachelor of Education degree program (program profiles are provided for participating institutions) but long range goal was to develop and provide Nigeria with a pool of trained technical instructors.

More specifically this study focuses on the effectiveness of mandate implementation. This evaluation addresses "success (on/or weakness of) implementation" as perceived by Nigerian and selected Canadian students, as well faculty/advisors.

The results generally revealed a positive reaction to what had been accomplished. There were weaknesses identified such as intensity (time) of the program. From these experiences a number of recommendations of a general and specific nature are provided to guide decision-makers who are in a position to plan for future similar endeavors.

The initial results of the project were discussed widely through presentations at conferences, seminars, and submission of Project reports. This additional input was assessed in light of the mandate and reactions of the various populations. The final result is as reported in the recommendations chapter of Report II - Faculty/Advisor

Perceptions of Nigerians Enrolled in the Technical Teacher Training Program.

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NIGERIAN TECHNICAL TEACHER TRAINING PROJECT

The following report is the first of two reports regarding the assessment of the three year Technical Teacher Training Project. The Project was conducted at the University of Manitoba and the University of New Brunswick over a three year period.

This report - Report I first provides the foundation on which the assessment is based. However, the primary focus of Report I are the perceptions of the Nigerian and Canadian students. Information regarding the perceptions of these two groups of students are provided in descriptive form based on the results of respondent input.

The questionnaires, which structures the information from respondents, are located in the Appendices of Report II.

The recommendations and implications drawn from these data are also provided in Report II.

I. INTRODUCTION

Nigeria is a nation with a population of approximately eighty million people made up of a multi-lingual, multi-tribal groupings that differ in cultural and ethnic backgrounds. Nigeria was a British colony until its independence in 1960. It became a Republic in 1963. Currently, Nigeria is a Federation of nineteen states with Lagos as the capital city.

Since independence the Republic of Nigeria has recognized the importance of increasing the number of students entering secondary and post-secondary vocational/technical programs. The importance of development and the role education could play, has been accentuated since the early 1970's as a result of the oil boom. The rapid development of this industry further emphasized the need for skilled workers. It was realized that the graduates of vocational/technical training institutions would be an important ingredient in the promotion of not only the industrial sector but also of the nation in general. With the availability of the financial resources resulting from the oil industry, the government could finance rapid development of the workforce's expertise. It was this drive for modernization and the acquisition of new technology which gave the Federal Government the impetus to sponsor students who would leave Nigeria for countries that could assist students in acquiring the skills needed by the Nigerian government. The

"Crash Program" was one attempt to send Nigerian citizens abroad to obtain the expertise the country lacked.

In the short term, utilizing training facilities in other countries can be of benefit, but in the long term it establishes a dependence which is not totally acceptable. Nigerian educators realized this and also realized that before Nigerian training institutions could be established and enlarged, properly trained instructors were needed to teach in these facilities. Since Nigeria did not have technical teacher education institutions, capable of providing such instruction, representatives of the Federal Ministry of Education travelled abroad to examine programs in other countries and to identify potentially viable programs that would serve their needs.

The Nigerian Federal Ministry of Education approached the Canadian Bureau for International Education for assistance in identifying appropriate training programs and then to act on its behalf in negotiations with selected Canadian Teacher Education Institutions. The Canadian Bureau for International Education is a Canadian Government bureau comprising several divisions. It was the Contract Education and Training Service Division which assumed responsibility for administering the training program once the selection of training institutions had been made.

Thus when it was decided to utilize the teacher preparation programs at the University of Manitoba and the University of

New Brunswick, the Contract Education and Training Division of the Canadian Bureau for International Education detailed what institutional responsibility would entail and then monitored the situation and administered student allowances and benefits.

In summary, for the past twenty five years the number of Nigerians going abroad, to obtain skills, has increased very rapidly. In fact, the entire educational system has experienced exponential growth. Greater emphasis has been placed on education and training, once "oil boom development" got under way and financial resources became more readily available.

The oil industry has emphasized the fact that the world wide dissemination of scientific knowledge and technological innovations can have a tremenduous impact on a domestic scene. Those who have been abroad and taken part in programs such as the Crash Program and the Technical Teacher Training Project, which present and explore new technology and the most effective was of passing this information on to others, are in a crucial position in terms of providing the leadership necessary for the Republic to decrease and then eliminate its dependence on the developed countries to provide expatriate officials, advisors and specialists. It will be such individuals, as those who were used in this study, who will be the leaders who develop cadres of administrators, teachers, researchers, politicians, business

entrepreneurs and other leaders who will form the foundation of a modern community.

The two institutions selected to provide the technical teacher preparation programs are institutions which have had a long history of preparing prospective instructors for the education and training institutions of their respective provinces. Each institution provides teacher preparation experiences and ultimately a Bachelor of Education degree with emphasis in vocational/technical training.

The contract between the institutions and the Canadian Bureau for International Education dictated that the training period would be for a maximum of two years (24 months). During that period of time the students were required to complete all degree requirements. Time restraints were based on the fact that the Nigerian students would be graduates, or have equivalent qualifications, of a two year technology program from a Canadian Community College. This would make these students eligible for advance credit. Advance credit was a very important feature of the program. With this advance credit it would be possible to complete degree requirements within the two year period stipulated in the contract.

Another important fact to note is that restrictions such as the time period, made the design of a "tailor made program" imperative, since courses not normally scheduled had to be offered during May to September time period. This also

required the adjustment of the degree format to compensate for a wide variety of required courses, teaching and industrial experiences. These had to be provided in such a way that they would be in harmony with the regulations of the respective institutions.

Program participants were eligible for admission and were administered according to the following guidelines.

- submit all transcripts of course work completed at other institutions and provide evidence of work experience/participation, if any.

- enroll in the appropriate teacher training program(s) and register on a full time basis in the appropriate university for the duration of their studies.

- upon successful completion of all academic requirements of the respective institutions, the institution, which the individual attended, would grant a Bachelor of Education degree to that individual.

- not receive a teaching certificate or be eligible for a Provincial teaching certification unless they:

  a) are Canadian citizens or have obtained landed immigrant status

  b) submit appropriate documentation of work experience. Work experience which is acceptable and verifiable.

c) possess an acceptable journeyman's certificate or equivalent in a designated trade, which is a major subject area taught in the public school system and also have a minimum of five/six years of approved work experience in that trade, including the apprenticeship period. For technology areas, and areas other than designated trade areas, university equivalency regulations would be applicable.

The intensive, time restricted programs which were designed at the participating institutions were of twenty four months duration with almost continuous instruction. There were intakes of students at each institution with the initial intake in September 1982 and the second intake in September 1983.

A. PROGRAM GOALS AND OBJECTIVES

The mandate of the participating institutions was to develop a vocational/technical educating training which would lead to the Bachelor of Education degree. The long range objective of this program was to provide Nigeria with a pool of trained vocational/technical instructors.

The objectives of the two degree programs were as follows:

1. to provide related and academic knowledge and skills to enhance the student's background for vocational/technical instructor preparation.

2. To provide pedagogical, professional knowledge and skills related to the effective preparation of instructors in vocational/technical education.

3. To provide the opportunity for Nigerian technical students to obtain a recognized Bachelor of Education degree.

B. PROGRAM FORMAT - UNIVERSITY OF MANITOBA

The University of Manitoba is a public institution established in 1877 by an Act of the Manitoba Provincial Legislature. The Faculty of Education which was responsible for the Nigerian program, is dedicated to the preparation of professional teachers who demonstrate competence and scholarship in teaching as well as a commitment to continuing professional growth. The University, along with the Red River Community College cooperated in providing the total program, the University awarded the Bachelor of Education degree, upon the student's successful completion of the program requirements.

More specifically, the Alternative Vocational Teacher Education Program at the University is an integrated program offered jointly by the Faculty of Education and the Teacher Education Division of Red River Community College. The first year (30 credit hours) of the program is granted on the strength of two years post-secondary technical training

which has been successfully completed at a Canadian or other approved institution(s).

Thirty three credit hours of the program were offered on the campus of Red River Community College. Instruction was provided during the months of May and August periods which were within the twenty four months of the program. Table I outlines the courses included in this segment of the program, with their equivalent credit hours. The Red River Community College Portion of the program had the students enroll in professional courses in both general and industrial education, along with general teaching methods. The student teaching component of their program was provided during this period.

Students attended the Faculty of Education during the regular semesters of the two year period of the Alternatives Vocational Teacher Education Program. While at the Faculty of Education the students were enrolled in professional education and vocational/technical education courses and selected their second teachables from an approved list, refer to Table II.

TABLE I

ALTERNATIVE VOCATIONAL TEACHER EDUCATION PROGRAM (AVTEP)

CREDIT HOURS REQUIRED BY RED RIVER COMMUNITY COLLEGE

30	33	
30 credit hours transferred from approved two year technical training completed at other Institution.	B22-E204 Educational Testing and Evaluation	3
	B22-E206 Educational Psychology	3
	B23-E103 Audio Visual Education	3
	B23-E201 Organizing Industrial Education Facilities	3
	B23-E202 Principles of Industrial Education	3
	B23-E203 Course Development in Industrial Education	3
	B24-T030 Related Technical and School Experience Program	9
	B23-E105 General Teaching Methods I	3
	B23-E205 General Teaching Methods II	3
	B23-E301 Independent Study	(3)
	B23-E302 Independent Study	(3)
	(Optional - by arrangement)	

TABLE II

ALTERNATIVE VOCATIONAL TEACHER EDUCATION PROGRAM (AVTE)

CREDIT HOURS REQUIRED BY UNIVERSITY OF MANITOBA
FACULTY OF EDUCATION

63

116.101	Social Foundations of Education	3
116.301	School Organization	3
4.091	English Composition	3
Vocational Education (6 credits) (select two 1/2 courses from list)		3
81.205	Planning and Management	3
81.208	Problems and Trends	3
81.217	Business and Industrial Enterprises	3
81.309	Principles and Methods of Cooperative Work Education	3
One courses for the second teaching area		6
Vocational Education (12 credits) (select appropriate block)		
Health Occupation Block		
81.211	Health Education	3
81.399	Independent Problem	3
81.209	Outdoor Education	3
	Elect Educational Course	3
Trade & Technical Block		
81.310	Technical Elective	3
81.311	Technical Elective	3
81.312	Technical Elective	3
81.313	Technical Elective	3
Related Occupations Block (commercial art, food services, cosmetology)		
81.399	Independent Problem	3
81.405	Media Production	3
	Elect Education Courses	6

63202	Communications	3
43.304	General Learning Disabilities	3

Vocational Education (6 credits)

81.4XX	Laboratory Methods for Students with Special Needs	3
81.3XY	Supervision of Vocational Education	3

Academic course for second teaching area	12

Elect either one additional academic course in second teachable or one methods course in the second teachable area	6

Possible areas for second teachable subjects:

Art
German
Music
French
History
English
Agriculture
Life Sciences
Ukrainian
Spanish
Sciences
Mathematics
Theatre
Geography
Computer Science

C. PROGRAM FORMAT - UNIVERSITY OF NEW BRUNSWICK

The University of New Brunswick is a Provincial Public institution which was established in 1785. The Division of Vocational Education, within the Faculty of Education, was responsible for the Nigerian Project. The Faculty of Education is responsible for the preparation of professional, competent teachers for the provincial public educational system. Since the University of New Brunswick has the academic components (courses) and physical facilities (laboratories) and other resources required to provide degree requirements, the total program was contained within the Faculty and Division. In other words a second institution was required to help provide the teacher training program. The University of New Brunswick had complete control over the entire Nigerian Technical Teacher Training Program and awarded the Bachelor of Education degree upon the student's successful completion of the program requirements. The program format, which was utilized, was the one designed for those who have a technology/trade background and have appropriate work experience in the area for the required number of years.

Since the program was a Senate approved and recognized University of New Brunswick degree program, specific requirements had to be met. Each student and every program had to be structured according to the regulations dictated by the Senate, both in terms of the awarding of advance

credit and the selection of courses to be taken to complete the degree.

The structure of the degree is outlined in Table III. This is a program advisor's guideline. Deviations from the advisor's form, and indeed all courses in general, had to be approved by the student's assigned program advisor. As a person who had access to the files, and program, the Student Advisor became knowledgeable of the student's background, career goals and desires, so was in a good position to support the flexibility required to meet individual aspirations.

TABLE III

PROGRAM FORMAT
B.ED INDUSTRIAL VOCATIONAL PATTERN

STUDENT_____ Student No. _____

FACULTY ADVISOR _____

		COMPLETED		
A.	Arts/Science (30-36 cr. hrs.)	Session	Date	Credit
	1 Math or approved Alternative (6 cr. hrs.)			
	_____	_____	____	_____
	_____	_____	____	_____
	1 Science or approved alternative (6 cr. hrs.)			
	_____	_____	____	_____
	_____	_____	____	_____
	Plus 18-24 cr. hrs.			
	_____	_____	____	_____
	_____	_____	____	_____
	_____	_____	____	_____
	_____	_____	____	_____
	_____	_____	____	_____
	_____	_____	____	_____
B.	Education (48 to 54 cr. hrs.)			
	EDUC 1003-Orientation to Teaching	_____	____	_____
	1004-Introduction to Teaching	_____	____	_____
	2004-Child Development	_____	____	_____
	2005-Applied Learning & Assessment	_____	____	_____
	3004-Social, Philosophical & Historical Foundations	_____	____	_____
	3005-Admin. & Legal Foundations	_____	____	_____
	EDCI 1214-Communications	_____	____	_____
	1215-Communications	_____	____	_____
	EDVO 3975-Teaching Industrial Education	_____	____	_____
	EDVO 4977-Curriculum Dev. in Industrial Education	_____	____	_____
	EDVO 4980-Industrial Vocation Practicum	_____	____	_____
	Plus 2 others in Vocational Education (12 cr. hrs.)			
	_____	_____	____	_____
	_____	_____	____	_____

C. Technical Specialty (VPTO 30 cr. hrs.)
Trade Competency

_____	_____	____	_____
Technical Options			
_____	_____	____	_____
_____	_____	____	_____
_____	_____	____	_____
_____	_____	____	_____
_____	_____	____	_____
_____	_____	____	_____
_____	_____	____	_____
_____	_____	____	_____
_____	_____	____	_____
_____	_____	____	_____
		TOTAL	138

NOTE: The difference between the number of credit hours allowed in the trade competency and work experience area and the maximum credits allowed for the technical specialty must be made up with technical option courses.

In other words, based on the type of technology program through which the individual came and other pertinent background information, the Program Advisor was able to suggest courses which related to the supported individual's area(s) of interest.

For example, in the arts and science areas, a pure math and science could be taken or replaced with a type of math and science course(s) given by another Faculty. The electives in the Arts/Science areas could be more math courses or more of the science courses they had chosen. Depending on an individual's interest, courses, such as sociology, psychology, business administration, history and so on could also be taken.

There was also some flexibility in the Education section of the program. Canadian, more specifically New Brunswick, School Law and orientation to public school teaching, along with other segments of the education component were changed as interests and regulations dictated. Certain courses were not deemed appropriate format applicable to the Nigerian program, for content would have little relationship to the Nigerian situation. However, these courses remained in the program format with the decision left to the student, and the availability of courses, to dictate as to whether certain education courses would be taken. All students had to successfully complete the communication courses or equivalent. The communication courses would meet university

English requirements for graduation but this requirement could also be met through the completion of basic English courses. To complete the Education section of the program such courses as methodology, curriculum and a minimum of twelve vocational/technical credit hours had to be taken.

The technical speciality section allowed the most flexibility in terms of individualizing unique programs to suit a student's aims and goals, while still meeting the mandate of the Canadian Bureau for International Education. The first area in the Technical section allows for advance credit for previous technical, work/academic competency gained via an approved route. As graduates with a technology certificate, the students were eligible for and awarded advance credit based on their institute of technology and/or trade school/community college course work. The remaining credits, to meet degree requirements, depended on the major area of interest as defined by the student and their technology studies. For instance, a medical laboratory technician could take chemistry, biology and nursing courses as technical electives, while a person who graduated from a civil technology program could take engineering courses. On the other hand it was also possible for a student to take practical vocational laboratory courses which related to their major area of interest and/or broadened their technical background. Thus many students took such courses as microcomputers, graphic communications, energy, materials testing and so on.

To successfully complete the degree requirements, each degree candidate had to successfully complete 138 credit hours and 23 full course equivalents of course work. Each candidate also had to maintain a minimum of a 2.0 grade point average, in order to graduate.

All the above requirements had to be done in a maximum time period of two calendar years. Therefore, as time progressed updated advisor's forms were given to the students which outlined courses which were being planned and scheduled with the Nigerian group in mind. In most cases, if there were conflicts, suitable replacements could be taken.

With the wide range of flexibility and the various possibilities one could imagine within the preceeding discussion, it takes very little thought to think of a wide variety of possible programs. This is why, if one examines the twenty nine successful candidates, there are not two programs which are identical. In other words each program was designed for the unique needs and interests of the individual.

Because of the time restrictions placed on the program, some components, available within the university, were not available to the Nigerian students. If certain of these components had been included in programs it would have required more then the two years allowed.

It was for this and other reasons that there was little opportunity to formally place students in either a formal practice teaching situation, which was external to the university, or to formally place them in an external industrial situation of any lengthy duration. In the final analysis it was decided to delete these two components and replace them with formal course requirements which required the student to practice teach and to enter industry and receive an industrial experience. This would also allow the degree requirements to be completed within the time span dictated.

D. RATIONAL NEED FOR EVALUATION

A large number of personnel - instructors, administrators, student advisors and interested person have been involved in the Nigerian Technical Teacher Training Program (TTTP), since its inception in September 1982. In order to provide some measure of the successes and shortcomings of the Project, a feedback system was initiated which would provide data for and reflect evaluative information.

This information would be of benefit, if not required, by the participating groups in the Project. Students registered in the program as well as instructors and other responsible personnel would wish to receive such information. Supporting agencies (in this case CBIE and the Nigerian government) require information to determine the extent to which their respective needs were met by the

training provided. This is especially true for the government of Nigeria, for responsible Government personnel have to justify the considerable cost involved in the transportation and living expenses, in addition to all the training costs, of the participants.

Evaluative data reflecting program content, instructional approach and finance would be most important information because of its implications for the improvement of future technical teacher training efforts. Future programs could be made stronger and content more significantly related to the country's needs than was the case in earlier projects.

Along with the above, and to be more specific, the following reasons justify the need for evaluation to occur.

- provide all supporting agencies, Government of Nigeria, Canadian Bureau for International Education and the universities with data on which better selection and placement decisions could be made.

- provide an overall assessment as to the success of the Project.

- provide all agencies and participating parties with data which would assist in preparing more adequate orientation programs - departure for Canada and return to Nigeria. This would ensure a higher level of service to both Canadian and Nigerian students.

- provide more detailed structures from which to gain a better understanding and sense of purpose between and among the various agencies involved in this joint venture.

- assist in establishing a base for monitoring, counselling and advising students.

- determine if the vocational/technical teacher training program is accomplishing the objectives they were designed to accomplish.

- identify strengths and weaknesses of the training programs which can be considered when determining future improvements.

- determine whether the inputs of the training given - inputs such as costs, time energy, etc. justify the outcomes.

- establish a data base for future decision makers.

a) Benefits Derived from the Evaluation

1. Federal Ministry of Education (FME)
   - Justify allocation of resources for NTTP contracted.
   - International Education program
   - Justify continuation or expansion of teacher training programs in or for Nigeria

- Possess a document from which to model future/other such International Education/training Programs

2. Canadian Bureau for International Education (CBIE)
   - Justify appropriation for training programs
   - Receive feedback on students' perception and satisfaction
   - Possess data on the quality of administration which would lead to possible program improvements.

3. Universities
   - Review Program offerings
   - Determine Program strengths
   - Possess a reference model for future evaluation effort

4. Students
   - Influence future Program offerings
   - Provide input for Program improvement

E. PROGRAM EVALUATION MODEL

Curriculum evaluation involves looking at the operation of a program in real-life settings. The challenge is to collect data from a variety of information sources, from which valid inferences can be drawn for the purposes of program decision making.

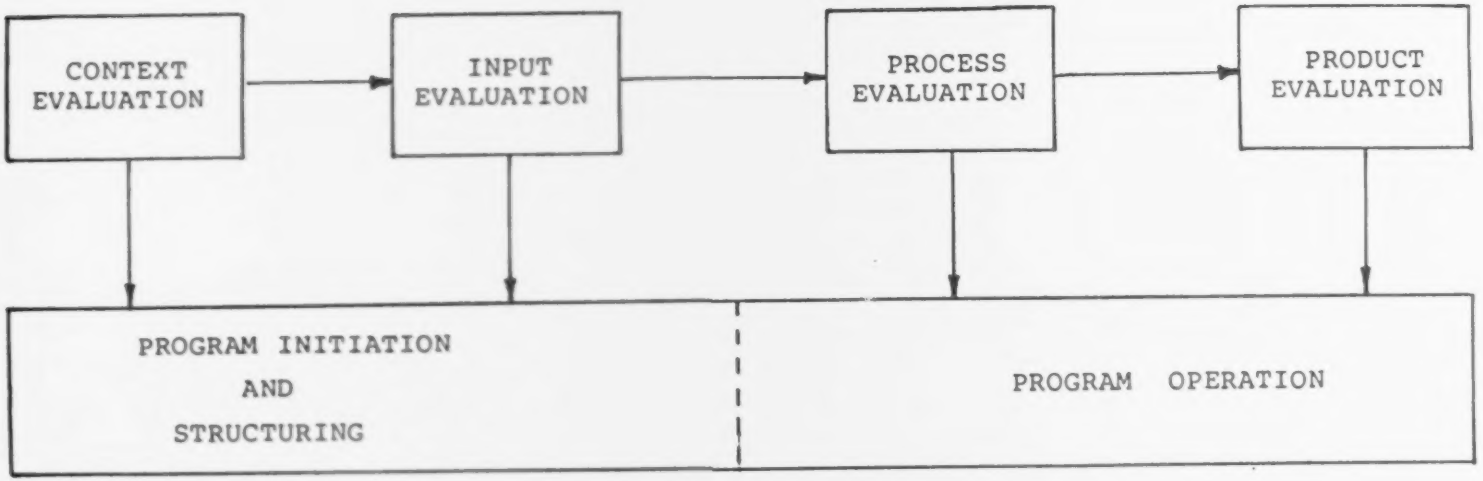

Figure I Framework for T.T.T.P. Evaluation Based on Stufflebeam's Model (Finch and Crunkelton, 1979)

The T.T.T.P. was assessed through Stufflebeam's evaluation model. Specifically, the investigators incorporated the education protocols proposed by Stufflebeam (1969), Pautler (1979) and Finch and Crunkelton (1979), as the method to conceptualize systematically educational evaluation procedures, refer to figure I.

Context, Input, Process and Product (CIPP) have been espoused by Stufflebeam (1969) as quoted by Finch and Crunkelton (1979) as the key ingredients of a comprehensive evaluation, especially when information is gathered and used for decision making. These four elements lay the foundation for any comprehensive and systematically meaningful program evaluation.

Since evaluation of an entire training program is complex and very time consuming, Project investigators decided to identify the boundaries/parameters "Program Operation - Process and Product Evaluation" upon which the entire T.T.T.P. first and second groups could be assessed.

a) Program Initiation and Structure

Context Evaluation: This refers to the training program environment in which the endeavor is possibly to be offered and what general goals and specific objectives should be incorporated.

Input Evaluation: This refers to how resources and strategies might be best utilized to achieve training program objectives. Input evaluation focuses on "intended" rather than "actual" outcomes.

b) Program Operation

Process Evaluation: This refers to the instructional program, the curriculum, the facilities and the actual teaching. Process evaluation is especially utilized when the immediate effects of instruction are being examined.

Product Evaluation: This refers to the vocational teacher education graduates and even the dropouts of the training programs. Product evaluation utilizes the former participants as a focal point in determining this aspect of program quality. Information for this segment is usually gathered from former students, supervisors and employers.

In using the CIPP model, the following factors are worthy of note.

1. The question of "which is better?" can only be answered in terms of a given context, specified levels of input and a given outcome criterion. The context, level of input and criterion of interest will vary considerably across the consumers of the evaluation.

2. It is important to look at what happens to the program in the classroom, in addition to what is suppose to happen.

3. Redundancy through the use of multiple perspectives and complimentary methodologies must be used to counterbalance the multiple threats to validity inherent in real-life settings.

4. A balance must be maintained between breadth of focus and precision of information. For instance a lot about a little is as useless as a little about a lot.

F. APPLICATION

Preliminary objectives were developed in alignment with the training program operational procedures. Objectives were examined for accuracy and clarity; they were then assembled with appropriate sub-categories, into survey instruments with demensional ranking scale. The scale (Likert) ranged from a rank of 1, indicating low importance to a value of 5, indicating major importance.

The following instruments:

- Student Perception of T.T.T.P. - First and Second Programs.
- Instructors/Professors Perception of Nigerian students - First and Second Groups.

- Canadian Vocational/Technical Education Student's Perception of Nigerian colleagues - First and Second Groups served as a basis to obtain some measureable indication about the training program operation commitment.

II. NIGERIAN STUDENT BACKGROUND

A. DEMOGRAPHIC INFORMATION

Demographic information concerning the Nigerian students, who participated in this study, is provided in the following sections. All respondents to the opinionnaire did not provide this information at all, while a few other respondents did not provide all of the information requested. In a number of cases when information was asked, which could be interpreted as being of a personal or sensitive nature, some respondents were inclined to refuse to provide a response.

AGE

The age information, related to the two groups of Nigerian students at each of the Institutions, and is provided in the following table.

TABLE I - AGE INFORMATION

	Total in each Group	Number Responding	Mean Age	S.D.
University of Manitoba				
Group I	11	9	27.8	3.9
Group II	19	15	27.3	1.8
University of New Brunswick				
Group I	12	9	27.3	2.7
Group II	17	13	26.5	1.6

For all practical purposes the average age of all the Nigerian students combined was 27 years of age. The range of ages for all respondents was 23 to 32 years.

YEARS IN CANADA

The years in Canada section dealt with that period of time from when students first arrived in Canada to the time of university program completion. Since the Nigerian students had been part of the Crash Program they had spent two or three years in Canada prior to commencing their university training. Those who responded with information, related to their years in Canada, provided the basis for the following summary.

TABLE II - TIME SPENT IN CANADA

	Total Per Group	Number of Respondents	Yrs. in Canada Mean	S.D.
University of Manitoba				
Group I	11	6	5.17	.4
Group II	19	10	6	.47
University of New Brunswick				
Group I	12	9	5.3	.3
Group II	17	13	5.24	.2

The range of responses was from five to seven years in Canada. With the exception of a couple of students the participants spent either five or six years in Canada. This

generally breaks down to two to four years at a community college, upon initial arrival in Canada, and two calendar years doing the technical teacher training program at the respective institutions.

COMMUNITY COLLEGE - MAJOR AREA OF STUDY

The Nigerian students majored in eighteen different areas of study while attending community colleges in Canada. That is to say, that there were eighteen different areas represented within the total group. The most popular programs were civil engineering (8 students), mechanical engineering technology (8 students), electrical engineering technology (5 students) and business technology (4 students). These four most popular or extensively used programs, along with the other areas in which students were enrolled are noted by program and numbers enrolled in Table III.

MOTHER'S AND FATHER'S OCCUPATIONS

Respondents were asked to indicate the occupations of parents. Parent occupations are listed below according to Group. Respondents utilized a variety of means to provide information and, in some cases, indicate that the request was not applicable. In certain instances, primarily with the mother's occupation, a response could be interpreted in different ways. When this type of response was given the data was not used.

TABLE III

PROFILES OF 58 NIGERIAN STUDENTS ENROLLED IN THE TECHNICAL TEACHER TRAINING PROGRAMS

AREA	GROUP I	GROUP II	TOTAL
SEX (totals)			
Male	20	34	54
Female	3	2	5
MARTIAL STATUS			
Single	16	31	47
Married	7	5	12
MAJOR AREA OF COLLEGE STUDY:			
Mechanical Technology	5	3	8
Civil Technology	5	3	8
Biochemical Technology	1	2	3
Electrical Technology	-	3	3
Chemical Technology	-	2	2
Electricial Eng. Tech.	2	3	5
Quantity Surveying Tech.	1	1	2
Applied Business Tech.	2	2	4
Architectural Tech.	2	2	4
Building Technology	2	1	3
Environmental Science Regional Planning Tech.	-	1	3
Farm Machinery Mechanics	1	-	1
Medical Radiology Diagnostic Tech.	1	1	2
Textile Technology	2	-	2
Agriculture	1	2	3
Laboratory Science	-	2	2
Forest Resources	-	2	2
Computer Science	-	2	2

TABLE IV

GROUP I

Father's Occupation:	Mother's Occupation:
Farmer - 5 respondents	Housewife - 3 respondents
Retired - 2	Trader - 3
Businessman - 3	Nurse - 1
School Principal - 1	Petty Businesswoman - 3
Civil Servant - 1	No Response - 3
Contractor - 1	Not Applicable - 5
Nurse - 1	
No response - 4	

GROUP II

Father's Occupation:	Mother's Occupation:
Businessman - 3	Trader - 4
Civil Servant - 3	Housewife - 5
Self-employed (law) - 1	Farmer - 2
Farmer - 4	Businesswoman - 3
Teacher - 3	Consultant - 1
Chemistry - 1	Civil Servant - 1
Retired - 3	Deceased - 1
No Response - 9	Teacher - 1
	No Response - 10

MARITAL STATUS

The majority of students were single when they entered the technical teacher training project. Forty seven of the fifty nine students were single. This represented 80% of the students in both groups. Twelve of the students indicated that they had been married and this represented 21% of the total number of respondents. This information is summarized in Table III.

RESEARCH METHODOLOGY

A. PROCEDURES

This section briefly outlines the sample and opinionnaire design employed in the collection of the data necessary for the successful completion of the research study. The same design was used when treating both the first and second groups of Nigerian technical teacher training students. The opinionnaire was designed to solicit the perceptions of the Nigerian students concerning all facets of the Training Project.

The investigator's interest in this study grew out of a concern for effective implementation of the program. The study was to identify the successes and/or failures - strengths and weaknesses, of the total Project. The opinions and perceptions of Nigerian students were considered a valuable source of information which, along with other sources, would be used to evaluate the effectiveness of this program.

NIGERIAN STUDENT POPULATION AND SAMPLE

The selection of candidates for the Technical Teacher Training Project was restricted in the sense that it was not open to Nigerian students who were not in Canada at the time when the Project got under way, nor was the program open to students who were not in Canada were not eligible for

consideration. Thus the population was limited to the Nigerian students who were completing technology programs in Canada at the time the teacher training project was to start.

Most, if not all, of the Nigerian students had been part of what was referred to as the "Crash Program". This program had brought students to Canada for a two year technology program. The Crash Program had allowed students to register in a wide variety of technical areas. Areas such as civil technology, medical laboratory technology, chemical technology, forestry, foods, architecture and computer science, were well represented.

Students had been placed in programs from coast to coast in Canada, with a maximum of two or three students per Institute of Technology or Community College. For the purposes of placement for the teacher training project, students who were attending institutions near to the University of Manitoba were placed in that facility while "eastern" students were placed in the University of New Brunswick.

Individuals in the various "Crash Program Training Institutions" were approached by the Canadian Bureau for International Education and asked if they were interested in extending their stay in Canada. The extension of a two year period would allow them to attend university and, if

successful, complete and qualify for a Bachelor of Education degree.

This meant that with the two to four years they had already spent in Canada, completing a technology program, plus the two years at the university, students would have been in Canada for a period of between four and six years. The difficulty with this extension was that many of the students had not been able to return home for a visit, so would be away from their home for an extended period of time.

In summary, candidates were selected from Crash Program students who were in Canada, had completed an equivalent of a two year technology program and wanted and agreed to extend their time in Canada by at least a two year period in order to complete a technical teacher training degree program.

The study comprised of a total of fifty nine Nigerian students. The following table provides a breakdown as to sex and institution attended for the two intake groups.

TABLE V - NIGERIAN SAMPLE

Institution	Group I	Group II
University of Manitoba	M=9 F=2	M=19 F=nil
University of New Brunswick	M=11 F=1	M=15 F=2

OPINIONNAIRE DESIGN

The survey instrument both in terms of structure and items, was designed by the investigators at the respective institutions. The instrument and the items it contained, were derived from the past experiences of the investigators and colleagues who had been involved in similar projects with international students. Input was through informal discussions with administrators, international and Canadian students, cooperating teachers, industrial personnel and various advisors who were interested in the Project.

The initial draft of the opinionnaire was submitted to selected faculty members who had previous exposure to international students studying in Canada and who themselves had been involved in an overseas posting to Africa. Their reactions resulted in modifications, including addition as well as deletion of items. By following this procedure, at each institution, and then agreeing on a final version of the instrument, it ensured consistency and there would be similarity and uniformity of information collected at each institution.

The final version of the instrument consisted of 147 LIKERT-TYPE items using a five point scale for response purposes. One type of item was labelled from strongly agree to strongly disagree while the other type of item ranged from very satisfied to very dissatisfied. Open ended questions and statements were provided at the end of the

opinionnaire in order to cover those areas which either had not been covered in the Likert response items or to cover instances where an individual had a more specific statement or example they felt strongly about and wanted to inform the investigators of their feelings and views.

DATA COLLECTION

The survey instrument went into use during the fall term of 1984. Those students who were still available at the participating institutions during this time received coded opinionnaires in envelopes and in person. They were requested to complete the opinionnaire and once finished, it was collected. For those students who had moved to other parts of Canada or had returned to Nigeria, every effort was made to also obtain their opinions and follow-ups were conducted in an effort to gain as much information as possible. Students who had moved away were those who were part of the first intake of students. They had completed their program of studies and in some cases had left the institution to travel or go home.

There were twenty three students in the first group to enter the teacher training project. One student who had been at the University of Manitoba had withdrawn and it was not possible to locate that person. As indicated, there had been twelve students in Group I at the University of New Brunswick with the remainder of the total at the University

of Manitoba. There was an 86.9% response rate from the first group of Nigerian students.

The second group - Group II received the survey instrument during their final course work, summer session 1985. The response rate for this second group was 88.9%. A few students did not respond to follow-up requests made by investigators and/or classroom instructors.

DATA ANALYSIS

The investigators then proceeded to analyze the data provided by the 34 Nigerian students whose perceptions of the teacher training programs were obtained during the fall term of 1984 and the summer of 1985.

Since the purpose of the study was to provide some measure of the degree of success and/or failure of the various components or aspects of the program, this study was conceived as a feedback system to provide data for and reflect upon evaluative information regarding program implementation.

Analysis of information provided through the opinionnaire survey was analyzed manually and presented descriptively by separate and comparative groups.

It was necessary to survey each of the two distinct groups at different time periods. Investigators wanted to obtain the opinions of program participants when they were

approximately at the same stage of development in terms of their program. Since Group I started their program one year ahead of Group II, it was decided to wait as long as possible before surveying Group I, then survey Group II as they were coming to the end of their program. Thus Group I was surveyed during the fall of 1984 when they had completed their program requirements and Group II were surveyed during the summer of 1985 while the students were in the process of finalizing their program requirements.

As noted earlier, the instrument contained 147 Likert-type items which were clustered into common themes. In all cases the same items were administered but, in the initial survey the arrangement of the items was slightly different from the instrument as used with Group II. Items were organized under a number of themes with the cluster or common themes as follows:

A. Staff Teaching
B. Program Administration - CBIE
C. Program Administration - Universities
D. Sponsoring Agency
E. Curriculum - Courses
F. Curriculum - Work Experience
G. Curriculum - Teaching Practice
H. Curriculum - Academic Resources
I. Program Assessment
J. Career Assessment

K. Interaction with Host Culture

L. Self Assessment

M. Open Ended Questions

Results are presented in tabular form. Brief summaries of the data are presented in the text. Due to the large volume of data, an attempt is made to keep textual comments to a minimum. In another attempt at brevity the information obtained from the two institutions are combined where responses are identical or very similar - as can be seen this will be in the vast majority of cases. Where responses, between the two institutions are not similar or where program differences require additional clarification, further explanation will detail the differences between the two participating agencies.

RESPONSE RATE

An attempt was made to obtain the reactions of all the Nigerian students who were involved in the Project. An attempt was also made to obtain a representative sample of those who had been, in some direct way, associated with the Nigerian students. The response rate was very encouraging, with approximately 88% of the Nigerian students providing an input. It should be noted that some students were either not available, they had returned to Nigeria early or, for a personal reason, did not respond to the request for information.

In addition to the above statements and comments, there were occasional situations where respondents did not respond to all questions posed or statements made. Where this occurred, it was treated as missing data. Thus some items will have a lower total response rate than the majority of items. Since respondents were not required to identify themselves, it was not possible to determine reasons for a non-response situation. In other words, in situations where there was missing data or someone did not return an opinionnaire there was no possible way to check to determine who had or had not participated or why an individual decided not to respond to a specific item.

III. NIGERIAN STUDENT PERCEPTIONS

SECTION A: STAFF TEACHING

This section of the opinionnaire asked the Nigerian students to provide their perceptions or views regarding various functions of the teaching faculty with whom they had come in contact. In other words teaching faculty refers to those instructors who had classroom contact with the Nigerian students at one of the participating institutions.

Item A1: Teacher Preparedness

Results for this item are presented by individual groups in Table VI and in total in Table VII. Taking the two groups together, 88% of respondents agreed or strongly agreed, that instructor preparation was "very good". About 6% of respondents were neutral while 6% disagreed in some degree. There appears to be no strong between-group differences. Ninety-four percent of Group II agreed/strongly agreed that instructor preparation was very good, with one respondent strongly disagreeing with this statement. Seventy-nine percent of Group I agreed with this statement, while 16% (3) remained undecided.

Item A2: Knowledge of Subject Matter

Ninety-two percent of Nigerian participants indicated that they agree that instructor knowledge was "very good", with 6% remaining neutral, and 2% indicating slight disagreement.

Both groups (90% and 94%) strongly agreed/agreed with this statement.

Item A3: Presentation of Subject Matter

Tables VI and VII summarize data regarding the presentation of subject matter. Looking at both group combined, 86% of respondents indicated that they agreed or agreed strongly, that presentation of subject matter was "very good". Neutral responses composed 10% of total responses while 4% indicated some level of disagreement. No strong group differences were found.

Item A4: Stimulation of Interest

While responses to this question tended to be positive, 24% of respondents of both groups indicated that they were neutral. About 72% of students indicated that they agreed or strongly agreed that the instructor stimulated interest, while 4% indicated that they disagreed. Again, group differences appear small.

Item A5: Use of Class Time

Tables VI and VII present data regarding effective use of class time. Here, 88% of respondents indicated that they agreed or strongly agreed that use of class time was effective, with 8% remaining neutral, and 4% indicating disagreement. Both Group I (84%) and II (91%) viewed positively the use of class time.

Item A6: Instructor Attendance

Again results represented Table VI and Table VII regarding whether instructor attendance was reliable. The large majority of both groups of Nigerian students (86%) indicated that they agreed or strongly agreed that attendance was reliable, with 8% indicating neutrally and 6% disagreeing.

Item A7: Instructor Availability

In total, of the students 84% agreed to some degree that instructors were readily available, with 12% remaining neutral, and 4% indicating disagreement. There was a tendency for Group II members to choose the "neutral"option more frequently than those in Group I.

Item A8: Provision of Time to Deal with Problems

Table VI and Table VII summarizes data for this item. About 74% indicated that they agreed or strongly agreed that "Instructors provided enough time to deal with my problems", and 6% indicating some form of disagreement. Twenty-six and sixteen percent respectfully of each group indicated that they were undecided about this statement.

Item A9: Clear Explanation of Requirements

In all, 86% of respondents (see Table VII) indicated that they agreed or strongly agreed that requirements were clearly explained. About 8% indicated neutrality, while only three students (6%) indicated that instructors did not clearly explain requirements.

Item A10: Assignments Related to Nigerian Needs

Respondents were asked if assignments could be related to Nigerian needs. Table VII indicates that 60% of respondents agreed, or strongly agreed, with 26% remaining neutral. While responses for this item are very positive only four students (8%) disagreed and three (6%) strongly disagreed with this statement.

Item A11: Individual Help Available

About 72% of respondents indicated that they agreed or strongly agreed that instructors were willing to give individual help when asked. Of the remaining students, 24% indicated neutrality and only two students (4%) indicating disagreement.

Item A12: Interest in Nigerian Problems

Students were asked if they agreed or disagreed that instructors were interested in Nigerian problems. Only 53% indicated that they agreed or strongly agreed, with 27% remaining neutral, and 20% expressing disagreement. No consensus is apparent, with about equal frequencies falling into the agree, neutral, and disagree categories (see Table 1).

Item A13: Use of Nigerian Examples

Students were asked whether instructors allowed Nigerian examples to enter discussions. Table VII indicates that about 63% agreed or strongly agreed that Nigerian examples were "allowed" with 22% remaining neutral and 15% indicating

disagreement. Twelve percent of Group II and five percent of Group I strongly disagreed with this statement (see Table I).

Item A14: Helped Students Become Aware of Canadian Problems

Forty-nine percent of respondents agreed or strongly agreed that instructors helped them understand Canadian problems, with 38% remaining neutral, and 13% disagreeing, or strongly disagreeing. Group II indicated fewer neutral responses than Group I. The four students who disagreed or strongly disagreed with this statement were members of Group II.

Item A15: Instructors Made Effort to Learn About Nigerian Problems

Tables VI and VII summarize these responses. Agree, and strongly agreed responses composed 60% of the total, with 27% of students remaining neutral and 13% disagreeing. Again, this disagreement was highest amongst students in Group II (19%).

Item A16: Teaching Ability of Community College Staff

This item, and the following one, required respondents to indicate degree of satisfaction on a scale ranging from very satisfied to very dissatisfied. Tables VI and VII summarize this data. By far the large majority of students (86%) indicated that they were satisfied, or very satisfied, with only 6% indicating dissatisfaction. The three students who registered dissatisfaction were among Group II member.

Item A17: Teaching Ability of University Staff

As Tables VI and VII indicate, the large majority (92%) indicated some degree of satisfaction, with 10% of Group I students indicating undecided and (3%) "very dissatisfied" responses. When the perception data for both universities and college staff teaching abilities was combined (A18), Group I (92%) students registered positive satisfaction for the performance of their instructors. Eighty-five percent of Group II members expressed satisfaction with six percent indicating some degree of dissatisfaction.

SUMMARY: Section A - Staff Teaching

Overall, it appears that teaching staff were very well perceived. There were no items to which more than one third of respondents indicated disagreement. The final two items in this section regarding level of overall satisfaction with university and college teaching staff corroborate the findings based on other items that the Nigerian students held overall very positive perceptions of teaching staff.

However, for some items, responses were less positive than others, as a result of a high percentage of "neutral" responses. Areas where this seemed to occur centered around the relationship of assignments to Nigerian needs, instructor interest in Nigerian problems, allowance of Nigerian examples, and instructor effort to learn about Nigerian problems. A similar pattern, of a high degree of neutrality occurred with respect to the item regarding

"becoming aware of Canadian problems". For these items it may be that respondents did not feel very positive, but also did not feel strongly negative enough to indicate a "disagree" category.

In general, 89% of students had very positive perceptions of teaching staff, and rarely chose one of the "disagree" categories. In addition data indicates that both groups tended to answer the questions in similar ways.

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TABLE VI

PERCEPTIONS OF HEBREW STUDENTS REGARDING THE EFFECTIVENESS OF THEIR INSTRUCTORS IN THE TECHNICAL TEACHER TRAINING PROGRAM

Q. NO.	STAFF TEACHING STATEMENTS	GROUP 1						GROUP 2					
		STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.
A 1.	Instructor preparation for class was very good.	0	1 (5%)	3 (16%)	14 (74%)	1 (5%)	19	1 (3%)	1 (3%)	0	12 (39%)	17 (55%)	31
A 2.	Instructor knowledge of subject matter was very good.	0	1 (5%)	1 (5%)	11 (58%)	6 (32%)	19	0	0	2 (6%)	12 (39%)	17 (55%)	31
A 3.	Presentation of subject matter was very good.	0	1 (5%)	3 (16%)	14 (74%)	1 (5%)	19	0	1 (3%)	2 (6%)	13 (41%)	16 (50%)	32
A 4.	The instructor stimulated my interest.	0	1 (5%)	6 (32%)	11 (58%)	1 (5%)	19	0	1 (3%)	6 (20%)	10 (33%)	13 (43%)	30
A 5.	Use of classtime was effective.	0	1 (5%)	2 (11%)	12 (63%)	4 (21%)	19	0	1 (3%)	2 (6%)	13 (41%)	15 (50%)	32
A 6.	Instructor attendance was reliable.	0	1 (5%)	2 (11%)	9 (47%)	7 (37%)	19	1 (3%)	1 (3%)	2 (6%)	9 (29%)	18 (59%)	31
A 7.	Instructors were readily available.	0	1 (5%)	1 (5%)	10 (53%)	7 (37%)	19	0	1 (3%)	5 (16%)	12 (38%)	14 (43%)	32
A 8.	Instructors provided enough time to deal with my problems.	0	1 (5%)	5 (26%)	9 (47%)	4 (21%)	19	1 (3%)	1 (3%)	5 (16%)	10	15 (47%)	32

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TABLE VI (Continued)

PERCEPTIONS OF NIGERIAN STUDENTS REGARDING THE EFFECTIVENESS OF THEIR INSTRUCTORS IN THE TECHNICAL TEACHER TRAINING PROGRAM

Q. NO.	STAFF TEACHING STATEMENTS	GROUP 1						GROUP 2					
		STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.
A 9.	Instructors clearly explained requirements.	0	1 (5%)	3 (16%)	11 (58%)	4 (21%)	19	2 (6%)	0	1 (3%)	13 (41%)	16 (50%)	32
A 10.	Assignments could be related to the needs of Nigeria.	0	3 (15%)	4 (21%)	10 (53%)	2 (11%)	19	2 (6%)	2 (6%)	9 (29%)	8 (26%)	10 (33%)	31
A 11.	Instructors were willing to give individualized help when asked.	0	1 (5%)	4 (21%)	8 (42%)	6 (32%)	19	0	1 (3%)	8 (24%)	9 (26%)	15 (47%)	32
A 12.	Instructors were interested in Nigerian problems.	1	4 (21%)	7 (37%)	5 (26%)	2 (11%)	19	2 (6%)	3 (9%)	7 (22%)	9 (28%)	11 (34%)	32
A 13.	Instructors allowed Nigerian examples to enter class discussions.	1	3 (16%)	6 (32%)	7 (37%)	2 (11%)	19	4 (12%)	0	5 (16%)	14 (44%)	9 (28%)	32
A 14.	Instructors helped you to become more aware of Canadian problems.	1	2 (11%)	10 (53%)	5 (26%)	1 (5%)	19	1 (3%)	3 (9%)	9 (28%)	9 (28%)	10 (32%)	32
A 15.	Instructors made an effort to learn about Nigeria problems.	0	1 (5%)	6 (32%)	7 (37%)	5 (26%)	19	2 (6%)	4 (13%)	8 (25%)	6 (19%)	12 (37%)	32
A 16.	Teaching ability of community college staff.	5	13 (69%)	1 (5%)	0	0	19	9 (29%)	17 (53%)	3 (9%)	3 (9%)	0	32

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TABLE VI (Continued)

PERCEPTIONS OF NIGERIAN STUDENTS REGARDING THE EFFECTIVENESS OF THEIR INSTRUCTORS IN THE TECHNICAL TEACHER TRAINING PROGRAM

Q. NO.	STAFF TEACHING STATEMENTS	GROUP 1						GROUP 2					
		STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.
A 17.	Teaching ability of university staff.	4 (21%)	13 (69%)	2 (10%)	0	0	19	12 (38%)	16 (50%)	3 (9%)	0	1 (.03%)	32
A 18.	Staff Teaching: University and college staff combined	9 (24%)	26 (68%)	3 (08%)	0	0	38	21 (33%)	33 (52%)	6 (9%)	3 (5%)	1 (1%)	64

TABLE VII

PERCEPTIONS OF NIGERIAN STUDENTS REGARDING THE EFFECTIVENESS OF THEIR INSTRUCTORS IN THE TECHNICAL TEACHER TRAINING PROGRAM (TOTALS - BOTH GROUPS)

Q. NO.	STAFF TEACHING STATEMENTS	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.
1.	Instructor preparation for class was very good.	1 (2%)	2 (4%)	3 (6%)	26 (52%)	18 (36%)	50
2.	Instructor knowledge of subject matter was very good.	0	1 (2%)	3 (6%)	23 (46%)	23 (46%)	50
3.	Presentation of subject matter was very good.	0	2 (4%)	5 (10%)	27 (53%)	17 (33%)	51
4.	The instructor stimulated my interest.	0	2 (4%)	12 (24%)	21 (43%)	14 (29%)	49
5.	Use of classtime was effective.	0	2 (4%)	4 (8%)	25 (50%)	19 (38%)	50
6.	Instructor attendance was reliable.	1 (2%)	2 (4%)	4 (8%)	18 (36%)	25 (50%)	50
7.	Instructors were readily available.	0	2 (4%)	6 (12%)	22 (43%)	21 (41%)	51
8.	Instructors provided enough time to deal with my problems	1 (2%)	2 (4%)	10 (20%)	19 (37%)	19 (37%)	51
9.	Instructors clearly explained requirements.	2 (4%)	1 (2%)	4 (8%)	26 (51%)	18 (35%)	51

TABLE VII (Continued)

PERCEPTIONS OF NIGERIAN STUDENTS REGARDING THE EFFECTIVENESS OF THEIR INSTRUCTORS IN THE TECHNICAL TEACHER TRAINING PROGRAM (TOTALS - BOTH GROUPS)

Q. NO.	STAFF TEACHING STATEMENT	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.
10.	Assignments could be related to the needs of Nigeria.	3 (6%)	4 (8%)	13 (26%)	18 (36%)	12 (24%)	50
11.	Instructors were willing to give individualized help when asked.	0	2 (4%)	12 (24%)	16 (31%)	21 (41%)	51
12.	Instructors were interested in Nigerian problems.	3 (6%)	7 (14%)	14 (27%)	14 (27%)	13 (26%)	51
13.	Instructors allowed Nigerian examples to enter class discussions.	5 (9%)	3 (6%)	11 (22%)	21 (41%)	11 (22%)	51
14.	Instructors helped you to becom more aware of Canadian problems.	2 (4%)	5 (9%)	19 (38%)	14 (27%)	11 (22%)	51
15.	Instructors made an effort to learn about Nigerian problems.	2 (4%)	5 (9%)	14 (27%)	13 (25%)	17 (35%)	51
16.	Teaching ability of community college staff.	0	3 (6%)	4 (8%)	30 (59%)	14 (27%)	51
17.	Teaching ability of university staff.	1 (2%)	0	3 (6%)	29 (57%)	16 (35%)	51
18.	Staff Teaching: University and college staff combined.	1 (0%)	3 (2%)	9 (9%)	59 (58%)	30 (31%)	102

SECTION B: PROGRAM ADMINISTRATION - C.B.I.E.

A total of 17 items were included in a section entitled Program Administration - C.B.I.E. Questions B1 to B8 made use of the satisfied-dissatisfied dimension, while the remainder made use of the agree-disagree dimension.

Item B1: C.B.I.E. Officer

Tables VIII and IX present the data regarding students' levels of satisfaction with the C.B.I.E. officer. Approximately 59% of respondents indicated that they were either very satisfied, or satisfied, with 18% being undecided. A total of 16% of all respondents indicated some level of dissatisfaction, with 7% indicating that they were "very dissatisfied". A larger percentage of Group I students (26%) than Group II respondents (22%) registered some degree of dissatisfaction with the C.B.I.E. officer.

Item B2: C.B.I.E. Communications

Forty-two percent of the students indicated that they were "satisfied" with C.B.I.E. communications while 25% remained undecided. Twelve percent of respondents indicated some level of dissatisfaction with 21% (10) of all respondents indicating that they were "very dissatisfied". A greater degree of dissatisfaction was indicated by Group II (38%) than Group I (21%).

Item B3: Salary Stipends

The data regarding student perceptions of salary stipends is included in Tables VIII and IX. Thirty-one percent of respondents indicated that they were "satisfied" with 2 or 4% in the very satisfied category. A total of 24% were undecided while 41% (21) of respondents indicated some level of dissatisfaction. Of the entire sample, 27% (14) indicated that they were "very dissatisfied". The second group exhibited greater dissatisfaction as compared to Group I, with 28% (9) of the second group indicating they were "very dissatisfied".

Item B4: C.B.I.E. Policies

Students were asked to provide data regarding their perceptions of C.B.I.E. policies. Only 31% of respondents indicated any degree of satisfaction, with 31% remaining undecided. The "dissatisfied" category accounted for 12%(6).

Item B5: Medical Benefits

Responses regarding medical benefits are summarized in Tables VIII and IX. About 70% of respondents indicated some level of satisfaction with medical services, while 8% were undecided. Twelve percent (6) indicated some level of dissatisfaction. Proportionately, Group II had about three times as many "dissatisfied" or "very dissatisfied" responses, as compared with Group I.

Item B6: Travel Arrangements Return to Nigeria

Eight percent (4) of the respondents indicated that they were very satisfied, with return travel arrangements to Nigeria while 27% responded in the "satisfied" category. About 20% fell in the "undecided" category, while twenty-three (45%) of the respondents were "dissatisfied" or "very dissatisfied". This is particularly highlighted for Group II (Table IX) where a total of 28% indicated some dissatisfaction, with 28% (9) in the "very dissatisfied" category.

Item B7: Shipment of Personal Effects

The degree of satisfaction regarding personal effects shipment is summarized in Tables VIII and IX. Only 20% indicated a degree of satisfaction, while 35% were undecided, and a total of 45% (23) classified as "dissatisfied" or "very dissatisfied". Group I seeemed to be more satisfied with the manner in which this responsibility was handled than students in Group II where members indicated only 9% (3) satisfaction.

Item B8: C.B.I.E. Briefing

The Nigerian students were asked to indicate their satisfaction with the briefing session conducted by C.B.I.E. A total of 53% of respondents (see Table VIII) indicated a degree of satisfaction, with four persons being "very satisfied". The "undecided" category accounted for 22% of the responses, while a total of 25% (13) were dissatisfied

to some extent. Group II, students seemed somewhat less satisfied with the briefing--all 5 respondents who chose "very dissatisfied" were from Group II.

Item B9: Overall Assistance from C.B.I.E.

Respondents were asked whether they agreed or disagreed with the statement "overall assistance I received from C.B.I.E. was good". Tables VIII-A and IX-A summarize these responses. Overall, 56% of respondents agreed or strongly agreed, with 16% remaining neutral, and about 28% disagreeing to some. Five members of Group II (16%) strongly disagree with this statement.

Item B10: Adequate Information and Time was Provided by C.B.I.E.

Participants responses to the above item are shown in Tables VIII-A and IX-A. About 52% of respondents indicated some level of agreement, 20% remained neutral and 28% disagreed or strongly disagreed. A larger number of Group I members (32%) than those in Group II (25%) disagreed with this statement.

Item B11: I Received Adequate Help when Transferring from the Community College to the University

About 63% (30) of respondents indicated agreement or strong agreement with the statement, with 12% remaining neutral, and 25% (12) disagreeing to some extent. In total an equal number of people agreed with this statement as disagreed

with it, however, agreement was stronger amongst Group II students (68%) than those in Group I (58%).

Item B12: Health and Medical Benefits

In Tables VIII-A and IX-A responses are summarized regarding agreement with the statement "Overall health and medical benefits were satisfactory". A majority of 80% (41) expressed some level of agreement with this statement, with 12% remaining neutral. In general, students had positive perceptions of health care with only 8% (4) expressing some dissatisfaction with this service.

Item B13: Before Departure, I Expected My Overseas Program to be a Rewarding Experience

This item identifies student program expectations before arrival in Canada. Tables VIII-A and IX-A indicate that the large majority of participants (94%) had positive expectations about how rewarding the overseas program would be. Two respondents were undecided (4%) while another student disagreed with this statement.

Item B14: "While still in Nigeria I was Adequately Prepared for Canada..."

Results for this item show that slightly over half 54% (28) of the students indicated agreement, while 32% expressed some concern about the adequacy of preparation by indicating some level of disagreement. Neutral responses accounted for (14%). A larger percentage of Group I members (58%) than those in Group II (53%) agreed with this statement.

Item B15: I was Adequately Prepared to Face the Challenges of Overseas Work

This item, as with the previous one, examines student perceptions of the level of preparation for overseas life. Tables VIII-A and IX-A show that 64% of respondents agreed that their preparation was adequate for overseas work, with 12% remaining neutral and 24% indicating some level of disagreement. Thus, about twice the number of students felt they were prepared adequately than felt that they were not adequately prepared.

Item B16: Before Departure I Never Doubted I Would do Well in My Program

Tables VIII-A and IX-A show that of the 51 respondents, only two persons expressed disagreement with this statement. A total of 76% of participants indicated that before the program, they did not doubt that they would be successful. There were six undecided (neutral) student responses.

Item B17: I Have Done a Very Good Job of Fulfilling My Responsibilities

The large majority (92%) of students felt that they had been effective in fulfilling their responsibilities towards the program. Two respondents (4%) remained neutral (undecided) while another student in Group II strongly disagreed. Apparently most of the Nigerian students felt they can do very well at taking on responsibilities in their overseas

training. Data for this item is contained in Tables VIII-A and IX-A.

SUMMARY: Section B - Program Administration - C.B.I.E.

Items which elicited more "positive perception" responses, than "negative perception" responses included items referring to: medical benefits, overall assistance from C.B.I.E., expectations of a rewarding experience, preparation while still in Nigeria and other preparation, fulfillment of own responsibilities and confidence of success in the program.

Areas where there were more "negative responses" than positive included: salary stipends, C.B.I.E. policies, travel arrangements return to Nigeria, shipment of personal effects, C.B.I.E. briefing, and provision of information and time by C.B.I.E., receiving help in transferring from college to university.

Most of the items in this section which elicited negative responses were in connection with C.B.I.E. However, it should be noted that when students were asked whether they agreed that "overall assistance from C.B.I.E. was good" more respondents agreed than disagreed. This is in contrast with other more specific items about C.B.I.E. It is difficult to interpret these conflicting findings.

Overall then, there appears to be some concerns regarding the functioning of C.B.I.E. in the program, although, when

asked about "overall assistance" slightly more people felt that it was good.

TABLE VIII

PERCEPTIONS OF NIGERIAN STUDENTS REGARDING THE EFFECTIVENESS OF THE ADMINISTRATION OF THE TECHNICAL TEACHER TRAINING PROGRAM

Q. NO.	PROGRAM ADMINISTRATION STATEMENT SATISFACTION WITH:	GROUP 1						GROUP 2					
		VERY SATISFIED	SATISFIED	UNDECIDED	DISSATISFIED	VERY DISSATISFIED	TOTAL RESP.	VERY SATISFIED	SATISFIED	UNDECIDED	DISSATISFIED	VERY DISSATISFIED	TOTAL RESP.
1.	C.O.I.E. officer	3 (16%)	8 (42%)	3 (16%)	4 (21%)	1 (5%)	19	3 (9%)	16 (50%)	6 (19%)	4 (13%)	3 (9%)	32
2.	C.O.I.E. communication	1 (5%)	7 (37%)	7 (37%)	2 (11%)	2 (10%)	19	3 (9%)	11 (34%)	6 (19%)	4 (13%)	8 (25%)	32
3.	Salary Stipends	0	10 (53%)	6 (32%)	2 (10%)	1 (5%)	19	2 (6%)	6 (19%)	6 (19%)	9 (28%)	9 (28%)	32
4.	C.O.I.E. policies	1 (5%)	7 (37%)	7 (37%)	3 (16%)	1 (5%)	19	2 (6%)	9 (28%)	9 (28%)	7 (22%)	5 (16%)	32
5.	Medical benefits	4 (21%)	11 (58%)	3 (16%)	1 (5%)	0	19	10 (31%)	15 (47%)	2 (6%)	1 (3%)	4 (13%)	32
6.	Travel arrangements return to Nigeria	2 (11%)	9 (47%)	3 (16%)	4 (21%)	1 (5%)	19	2 (6%)	5 (16%)	7 (22%)	9 (28%)	9 (28%)	32
7.	Shipment of personal effects	0	7 (37%)	5 (26%)	6 (32%)	1 (5%)	19	1 (3%)	2 (6%)	13 (40%)	10 (31%)	6 (20%)	32
8.	C.O.I.E. briefing	1 (5%)	10 (53%)	5 (26%)	3 (16%)	0	19	3 (9%)	13 (40%)	6 (20%)	5 (15%)	5 (15%)	32

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TABLE VIII-A

PERCEPTIONS OF NIGERIAN STUDENTS REGARDING THE EFFECTIVENESS OF THE ADMINISTRATION OF THE TECHNICAL TEACHER TRAINING PROGRAM

Q. NO.	PROGRAM ADMINISTRATION STATEMENTS	GROUP I						GROUP II					
		STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP
9.	Overall assistance I received from C.B.I.E. was good.	0	3 (16%)	4 (21%)	7 (26%)	5 (25%)	19	5 (16%)	6 (19%)	4 (12%)	9 (28%)	8 (25%)	32
10.	Adequate information and time was provided by C.B.I.E.	3 (16%)	3 (16%)	5 (25%)	5 (26%)	3 (16%)	19	6 (19%)	2 (6%)	5 (16%)	10 (31%)	9 (28%)	32
11.	I received adequate help when transferring from the community to the unity.	1 (5%)	5 (26%)	2 (11%)	5 (26%)	6 (32%)	19	4 (13%)	2 (6%)	4 (13%)	9 (29%)	12 (39%)	31
12.	Overall health and medical benefits were satisfactory.	0	1 (5%)	4 (21%)	8 (42%)	6 (32%)	19	2 (6%)	1 (3%)	2 (6%)	11 (35%)	16 (50%)	32
13.	Before departure I expected my overseas program to be a rewarding experience.	0	0	1 (5%)	4 (21%)	14 (74%)	19	0	1 (3%)	1 (3%)	8 (25%)	22 (69%)	32
14.	While still in Nigeria I was adequately prepare for Canada and my scholarship requirements.	1 (5%)	4 (21%)	3 (16%)	7 (37%)	4 (21%)	19	6 (19%)	5 (15%)	4 (13%)	8 (25%)	9 (28%)	32
15.	I was adequately prepared to face the challenges of my program work.	0	4 (21%)	3 (15%)	6 (32%)	6 (32%)	19	3 (9%)	5 (15%)	3 (9%)	10 (31%)	11 (34%)	32
16.	Before departure I never doubted I would do well in my program work.	0	1 (5%)	3 (16%)	5 (26%)	10 (54%)	19	2 (6%)	3 (9%)	3 (9%)	9 (29%)	15 (48%)	32
17.	I have done a very good job of fulfilling my responsibilities.	0	1 (5%)	2 (11%)	7 (37%)	9 (47%)	19	1 (3%)	0	0	11 (34%)	20 (63%)	32

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TABLE IX

PERCEPTION OF NIGERIAN STUDENTS REGARDING THE EFFECTIVENESS OF THE ADMINISTRATION OF THE TECHNICAL TEACHER TRAINING PROGRAM (TOTALS - BOTH GROUPS)

Q. NO.	PROGRAM ADMINISTRATION STATEMENT SATISFACTION WITH:	VERY SATISFIED	SATISFIED	UNDECIDED	DISSATISFIED	VERY DIS-SATISFIED	TOTAL RESP.
1.	C.B.I.E. officer	6 (12%)	24 (47%)	9 (18%)	8 (16%)	4 (7%)	51
2.	C.B.I.E. communication.	4 (7%)	18 (35%)	13 (25%)	6 (12%)	10 (21%)	51
3.	Salary Stipends	2 (4%)	16 (31%)	12 (24%)	7 (14%)	14 (27%)	51
4.	C.B.I.E. policies.	3 (6%)	16 (31%)	16 (31%)	10 (20%)	6 (12%)	51
5.	Medical benefits.	15 (29%)	26 (51%)	4 (8%)	2 (4%)	4 (8%)	51
6.	Travel arrangements return to Nigeria.	4 (8%)	14 (27%)	10 (20%)	13 (25%)	10 (20%)	51
7.	Shipment of personal effects.	1 (2%)	9 (18%)	18 (35%)	16 (31%)	7 (14%)	51
8.	C.B.I.E. briefing.	4 (8%)	23 (45%)	11 (22%)	8 (16%)	5 (9%)	51

TABLE IX-A

PERCEPTIONS OF NIGERIAN STUDENTS REGARDING THE EFFECTIVENESS OF THE ADMINISTRATION OF THE TECHNICAL TEACHER TRAINING PROGRAM (TOTALS - BOTH GROUPS)

Q. NO.	PROGRAM ADMINISTRATION STATEMENTS	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.
9.	Overall assistance I received from C.B.I.E. was good.	5 (10%)	9 (18%)	8 (16%)	16 (31%)	13 (25%)	51
10.	Adequate information and time was provided by C.B.I.E.	9 (18%)	5 (10%)	10 (20%)	15 (29%)	12 (23%)	51
11.	I received adequate help when transferring from the community to the unity.	5 (10%)	7 (15%)	6 (12%)	14 (29%)	16 (34%)	51
12.	Overall health and medical benefits were satisfactory.	2 (4%)	2 (4%)	6 (12%)	19 (37%)	22 (43%)	51
13.	Before departure I expected my overseas program to be a rewarding experience.	0	1 (2%)	2 (4%)	12 (24%)	36 (70%)	51
14.	While still in Nigeria I was adequately prepared for Canada and my scholarship requirements.	7 (14%)	9 (18%)	7 (14%)	15 (29%)	13 (25%)	51
15.	I was adequately prepared to face the challenges of overseas work.	3 (6%)	9 (18%)	6 (12%)	16 (31%)	17 (33%)	51
16.	Before departure I never doubted I would do well in my program work.	2 (4%)	4 (8%)	6 (12%)	14 (27%)	25 (49%)	51
17.	I have done a very good job of fulfilling my responsibilities.	1 (2%)	1 (2%)	2 (4%)	18 (35%)	29 (57%)	51

SECTION C: PROGRAM ADMINISTRATION - UNIVERSITY

This section included items related to program administration at the University of Manitoba and University of New Brunswick. It consisted of a seven item scale using the satisfied-dissatisfied dimension.

Item C1: University Program Coordinator/Advisor

Tables X and XI indicate responses for this item. Over two-thirds of the students (80%) expressed some level of satisfaction with the program coordinator/advisor, with 12% remaining undecided, and about 8% expressing dissatisfaction.

Item C2: University International Student Advisor

Approximately 63% of the students expressed some degree of satisfaction with the seminars of the office of International Student Advisor, with a quarter (25%) remaining undecided. Only six students (12%) registering dissatisfaction. Seventy-nine percent of the students in Group I and 63% of those in Group II provided satisfied responses.

Item C3: University Communications

It can be seen from Tables X and XI that 66% of students indicated some level of satisfaction regarding university communications, with 27% remaining undecided and 7% expressing some degree of dissatisfaction. Satisfaction was

higher amongst Group I members (74%) than those in Group II (63%).

Item C4: University Policies

Sixty-nine percent of the students expressed some degree of satisfaction with university policies regarding their program, while 21% remained undecided and 10% expressing some degree of dissatisfaction.

Item C5: University Briefing

This item requested information regarding degree of satisfaction with university briefing. In Tables X and XI, it can be seen that eighteen of the respondents (35%) were undecided. Over half (57%) were satisfied or very satisfied, with 8% showing dissatisfaction. One member in Group I and three in Group II expressed dissatisfaction with this statement.

Item C6: Orientation and Adjustment to University

Tables X and XI show that 62% or respondents indicated either "very satisfied" or "satisfied" with the orientation and adjustment to university work, with 22% undecided and about 16% being dissatisfied to some degree. There was a significant difference in the number of undecided (neutral) responses between the members of Group I (37%) and Group II (13%).

Item C7: Program Advisor Willing to Give Assistance.

For this item respondents indicated a high degree of satisfaction. Tables X and XI indicate that 76% stated some degree of satisfaction with 12% being undecided. The remainder, 12% (6), fell into "dissatisfied" or "very dissatisfied" categories. One student in Group I and 15% of Group II members expressed dissatisfaction with the assistance of the program advisor.

SUMMARY: Section C - Program Administration - University

For all items in this section about the University's role in program administration, more respondents indicated satisfaction than dissatisfaction. Apparently the role of the University is perceived positively.

TABLE X

PERCEPTIONS OF NIGERIAN STUDENTS REGARDING THE EFFECTIVENESS OF THE ADMINISTRATION OF THE TECHNICAL TEACHER TRAINING PROGRAM (TOTALS - BOTH GROUPS)

Q. NO.	PROGRAM ADMINISTRATION STATEMENTS	VERY SATISFIED	SATISFIED	UNDECIDED	DISSATISFIED	VERY DISSATISFIED	TOTAL RESP.
C 1.	University program coordinator/advisor.	15 (29%)	26 (51%)	6 (12%)	3 (6%)	1 (2%)	51
C 2.	University International Student Advisor.	13 (25%)	19 (38%)	13 (25%)	6 (12%)	0	51
C 3.	University communications.	11 (21%)	23 (45%)	14 (27%)	3 (5%)	1 (2%)	51
C 4	University policies.	10 (20%)	25 (49%)	11 (21%)	3 (6%)	2 (4%)	51
C 5.	University briefing.	11 (22%)	18 (35%)	18 (35%)	2 (4%)	2 (4%)	51
C 6.	Orientation and adjustment to university was satisfactory.	15 (29%)	17 (33%)	11 (22%)	7 (14%)	1 (2%)	51
C 7.	Your program advisor was willing to give you assistance.	22 (43%)	17 (33%)	6 (12%)	4 (8%)	2 (4%)	51

TABLE XI

[illegible] STUDENTS REGARDING THE [illegible] OF THE ADMINISTRATION OF THE [illegible] TRAINING PROGRAM

Q. NO.	[illegible]	GROUP 1						GROUP 2					
		[illegible]	[illegible]	[illegible]	DISSATISFIED	VERY DISSATISFIED	TOTAL RESP.	VERY SATISFIED	SATISFIED	UNDECIDED	DISSATISFIED	VERY DISSATISFIED	TOTAL RESP.
1.	[illegible]	5 ([illegible])	9 ([illegible])	3 ([illegible])	2 (11%)	0	19	10 (31%)	17 (54%)	3 (9%)	1 (3%)	1 (3%)	32
2.	[illegible]	4 ([illegible])	10 ([illegible])	4 ([illegible])	0	0	19	9 (28%)	8 (25%)	9 (28%)	6 (19%)	0	32
3.	[illegible]	3 ([illegible])	11 ([illegible])	4 ([illegible])	1 (5%)	0	19	8 (25%)	12 (38%)	9 (28%)	2 (6%)	1 (3%)	32
4.	[illegible]	2 ([illegible])	10 ([illegible])	6 ([illegible])	1 (5%)	0	19	8 (25%)	13 (40%)	7 (23%)	2 (6%)	2 (6%)	32
5.	[illegible]	3 ([illegible])	9 ([illegible])	6 ([illegible])	1 (5%)	0	19	8 (25%)	11 (35%)	10 (31%)	1 (3%)	2 (6%)	32
6.	[illegible]	5 ([illegible])	9 ([illegible])	4 ([illegible])	2 (10%)	0	19	12 (38%)	10 (31%)	4 (13%)	5 (15%)	1 (3%)	32
7.	[illegible]	6 ([illegible])	8 ([illegible])	4 ([illegible])	1 (5%)	0	19	17 (54%)	8 (25%)	2 (6%)	3 (9%)	2 (6%)	32

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SECTION D: SPONSORING AGENCY

This section consisted of four items, using the satisfied-dissatisfied scale.

Item D1: Government of Nigeria Communications

Tables XII and XIII indicate that very few students (32%) were satisfied with Nigerian government communications, with nearly half 44% indicating some degree of dissatisfaction. About 24% remained undecided. Dissatisfaction was stronger amongst Group II students (54%) than those in Group I (27%).

Item D2: Government of Nigeria Policies

For this item 44% of students expressed some degree of satisfaction, while 32% indicated some dissatisfaction. Expressions of dissatisfaction were stronger amongst Group II students (42%) than Group I members (16%).

Item D3: Travel to Canada

Tables XII and XIII show that a majority (76%) were satisfied with these travel arrangements to Canada with 8% indicating some degree of dissatisfaction and 16% remaining undecided. Seventy-nine percent of Group I members and 76% of Group II students expressed satisfaction with these travel arrangements.

Item D4: Government of Nigeria Briefing

Only 33% (17) of the students indicated a degree of satisfaction with this briefing, while 44% (21) indicated a degree of dissatisfaction. About 25% were undecided. Group

II respondents were more satisfied (38%) than those in Group I (27%).

SUMMARY: Sponsoring Agency

Except for travel arrangements to Canada, it appears that student perceptions of the role of the Nigerian government in the program were not positive, particularly with respect to communications.

TABLE XII

PERCEPTIONS OF NIGERIAN STUDENTS REGARDING THE DEGREE OF SATISFACTION WITH THE ROLE OF THE NIGERIAN GOVT. IN THE TECHNICAL TEACHER TRAINING PROGRAM (TOTALS - BOTH GROUPS)

Q. NO.	SPONSORING AGENCY STATEMENTS	VERY SATISFIED	SATISFIED	UNDECIDED	DISSATISFIED	VERY DISSATISFIED	TOTAL RESP.
1.	Government of Nigerian communications	4 (7%)	13 (25%)	12 (24%)	11 (22%)	11 (22%)	51
2.	Government of Nigeria policies	5 (9%)	18 (35%)	12 (24%)	12 (24%)	4 (8%)	51
3.	Travel to Canada	15 (29%)	24 (47%)	8 (16%)	1 (2%)	3 (6%)	51
4.	Government of Nigeria briefing	5 (9%)	12 (24%)	13 (25%)	10 (20%)	11 (22%)	51

TABLE XIII

PERCEPTIONS OF NIGERIAN STUDENTS REGARDING THE DEGREE OF SATISFACTION WITH THE ROLE OF THE NIGERIAN GOVERNMENT IN THE TECHNICAL TEACHER TRAINING PROGRAM

Q. NO.	SPONSORING AGENCY STATEMENTS	GROUP 1						GROUP 2					
		VERY SATISFIED	SATISFIED	UNDECIDED	DISSATISFIED	VERY DISSATISFIED	TOTAL RESP.	VERY SATISFIED	SATISFIED	UNDECIDED	DISSATISFIED	VERY DISSATISFIED	TOTAL RESP.
1.	Government of Nigerian communications.	1 (5%)	5 (26%)	8 (42%)	3 (16%)	2 (11%)	19	3 (9%)	8 (25%)	4 (12%)	8 (25%)	9 (29%)	32
2.	Government of Nigeria policies	1 (5%)	7 (37%)	8 (42%)	3 (16%)	0	19	4 (12%)	11 (34%)	4 (12%)	9 (29%)	4 (13%)	32
3.	Travel to Canada	4 (21%)	11 (58%)	4 (21%)	0	0	19	11 (35%)	13 (41%)	4 (12%)	1 (3%)	3 (7%)	32
4.	Government of Nigeria briefing	2 (11%)	3 (16%)	9 (45%)	3 (16%)	2 (11%)	19	3 (9%)	9 (29%)	4 (12%)	7 (22%)	9 (23%)	32

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SECTION E: CURRICULUM (Course - University/College)

Eight questions were included in this section, dealing with student perceptions of the various types of courses at the university or college. These items used the agree-disagree scale and are summarized in Tables XIV and XV.

Item E1 to E5: Contributions of Various Course Types Towards Professional Development

These items requested respondents to indicate the degree to which they agreed or disagreed that science courses, arts courses, technical elective courses, education courses, and English/communication courses "made an important contribution to the program".

Results for these items are presented in Tables XIV and XV. To summarize, the majority of students indicated agreement, with respect to science courses, education courses, and english/communication courses, with at least 60% (36) agreeing that they made an important contribution to their professional development. Also, more students agreed (64%) than disagreed (16%) that arts courses made an important contribution to their teacher training. While over 68% (35) felt technical elective courses made an important contribution to their teacher training.

Items E6 and E7: Flexibility to Take Electives

These two items requested students to indicate level of agreement with respect to the flexibility allowed to take

technical electives and general electives. It should be noted that only at the University of Manitoba/Red River Community College, the program designates the technical elective as required.

Results are summarized in Tables XIV and XV. It can be seen that approximately half or 49% of respondents felt that there was sufficient flexibility to take technical elective courses, with only 30% agreeing that there was insufficient flexibility.

With respect to general electives, 16% disagree that there was enough flexibility, with 23% being neutral, and 61% (31) indicating agreement that there was enough flexibility.

Item E8: Courses Helped Me Appreciate the History of Education

For this item, summarized in Tables XIV and XV, 74% indicated that they agreed with this statement, with 14% remaining neutral, and 12% indicating some level of disagreement. A larger percentage of Group I students (21%) than Group II members (6%) disagreed with this statement.

SUMMARY: Séction E - Curriculum (Courses, University/College)

Respondents indicated that they felt that science courses, education courses, English/communication courses had made important contributions to their programs. Arts courses and technical elective courses were also positively received.

Respondents further indicated that they felt that there was enough flexibility to take general and technical elective courses.

Finally, a majority of students agreed that courses helped in developing an appreciation of education in general and vocational/technical education in particular.

TABLE XIV

PERCEPTIONS OF NIGERIAN STUDENTS REGARDING THE DEGREE OF SATISFACTION
WITH UNIVERSITY/COLLEGE ACADEMIC AND PROFESSIONAL COURESES
IN THEIR TECHNICAL TEACHER TRAINING PROGRAM
(TOTALS - BOTH GROUPS)

Q. NO.	CURRICULUM STATEMENTS (University/College courses)	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.
E 1.	Science courses which were allowed in my program, made an important contribution to my teacher training.	1 (2%)	4 (8%)	8 (16%)	25 (49%)	13 (25%)	51
E 2.	Arts courses, which were allowed in my program, made an important contribution to my teacher training.	5 (10%)	3 (6%)	10 (20%)	18 (35%)	15 (29%)	51
E 3.	Technical elective courses, which were allowed in my program, made an important contribution to my teacher training.	9 (18%)	3 (6%)	4 (8%)	19 (37%)	16 (31%)	51
E 4.	The education courses made an important contribution to my teacher program.	0	2 (4%)	3 (6%)	20 (39%)	26 (51%)	51
E 5.	English/communications courses made an important contribution to my teacher education program.	3 (6%)	3 (6%)	9 (18%)	12 (24%)	24 (46%)	51
E 6.	There was enough flexibility to take technical elective courses.	8 (16%)	7 (14%)	11 (21%)	8 (16%)	17 (33%)	51
E 7.	There was enough flexibility to take general elective courses.	2 (4%)	6 (12%)	12 (23%)	12 (24%)	19 (37%)	51
E 8.	Courses helped me appreciate the history of education in general and vocational/technical education in particular	2 (4%)	4 (8%)	7 (14%)	18 (35%)	20 (39%)	51

TABLE IV

PERCEPTION OF NIGERIAN STUDENTS REGARDING THE DEGREE OF SATISFACTION WITH UNIVERSITY/COLLEGE ACADEMIC AND PROFESSIONAL COURSES IN THEIR TECHNICAL TEACHER TRAINING PROGRAM

Q. NO.	CURRICULUM STATEMENTS (University/College courses)	GROUP 1						GROUP 2					
		STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.
E 1.	Science courses which were allowed in my program, made an important contribution to my teacher training.	0	2 (11%)	7 (37%)	7 (37%)	3 (15%)	19	1 (3%)	2 (6%)	1 (3%)	18 (56%)	10 (32%)	32
E 2.	Arts courses, which were allowed in my program, made an important contribution to my teacher training.	0	2 (11%)	6 (31%)	6 (32%)	5 (26%)	19	5 (16%)	1 (3%)	4 (12%)	12 (37%)	10 (32%)	32
E 3.	Technical elective courses, which were allowed in my program, made an important contribution to my teacher training.	2 (11%)	1 (5%)	3 (16%)	9 (47%)	4 (21%)	19	7 (22%)	2 (6%)	1 (3%)	10 (32%)	12 (37%)	32
E 4.	The education courses made an important contribution to my teacher program.	0	1 (5%)	2 (11%)	9 (47%)	7 (37%)	19	0	1 (3%)	1 (3%)	11 (34%)	19 (60%)	32
E 5.	English/communications courses made an important contribution to my teacher education program.	1 (5%)	2 (11%)	6 (32%)	4 (21%)	6 (31%)	19	2 (6%)	1 (3%)	3 (9%)	8 (25%)	18 (27%)	32
E 6.	There enough flexibility to take technical elective courses.	3 (16%)	2 (11%)	6 (32%)	6 (31%)	2 (10%)	19	5 (15%)	5 (16%)	5 (16%)	2 (6%)	15 (47%)	32
E 7.	There was enough flexibility to take general elective courses.	1 (5%)	3 (16%)	5 (26%)	8 (42%)	2 (11%)	19	1 (3%)	3 (9%)	7 (22%)	4 (13%)	17 (53%)	32
E 8.	Courses helped me appreciate the history of education in general and vocational/technical education in particular	1 (5%)	3 (16%)	4 (21%)	7 (37%)	4 (21%)	19	1 (3%)	1 (3%)	3 (9%)	11 (35%)	16 (50%)	32

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SECTION F: CURRICULUM - WORK EXPERIENCE PLACEMENT

This section, containing three items, asked students to indicate their level of satisfaction regarding aspects of the work experience placement.

Items F1 to F3: Work Experience

These items are summarized in Tables XVI and XVII. Results indicated a high degree of satisfaction (66%) with the offered industrial experience, and 56% indicating some degree of satisfaction with the industrial experience posting. In addition 46% of respondents indicated satisfaction with the amount of industrial exposure they received in this organized experience. Only 32% indicated some level of dissatisfaction with the amount of industrial exposure they received. When groups are compared, Group II respondents indicated a much higher level of satisfaction with the amount of industrial exposure (57%) than members from Group I (32%). In general it appears that students were satisfied with their work experience placements.

TABLE XVI

PERCEPTIONS OF NIGERIAN STUDENTS REGARDING THE DEGREE OF SATISFACTION WITH THEIR WORK EXPERIENCE PLACEMENTS IN THEIR TECHNICAL TEACHER TRAINING PROGRAM (TOTALS - BOTH GROUPS)

Q. NO.	CURRICULUM STATEMENTS (Work Experience Placement)	VERY SATISFIED	SATISFIED	UNDECIDED	DISSATIS-FIED	VERY DIS-SATISFIED	TOTAL RESP.
F 1.	Industrial experience.	6 (12%)	27 (54%)	5 (10%)	8 (16%)	4 (8%)	50
F 2.	Industrial experience posting.	10 (20%)	18 (36%)	10 (20%)	8 (16%)	4 (8%)	50
F 3.	Amount of industrial exposure	6 (12%)	18 (34%)	11 (22%)	14 (28%)	2 (4%)	49

[illegible]

[illegible] OF [illegible] STUDENTS REGARDING THE DEGREE OF SATISFACTION [illegible] WITH THE WORK EXPERIENCE PLACEMENTS IN THEIR [illegible] TECHNICAL TRAINING PROGRAM

[illegible]	[illegible]	GROUP 1						GROUP 2					
		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	TOTAL RESP.	VERY SATISFIED	SATISFIED	UNDECIDED	DISSATIS-FIED	VERY DIS-SATISFIED	TOTAL RESP.
P 1.	Industrial experience	1 (5%)	8 (42%)	3 (16%)	5 (26%)	1 (5%)	19	5 (17%)	10 (28%)	2 (7%)	3 (9%)	3 (9%)	31
P 2.	Industrial experience section	2 (11%)	11 (58%)	0 (0%)	2 (11%)	1 (5%)	19	9 (28%)	7 (22%)	7 (22%)	6 (19%)	3 (9%)	32
P 3.	Reason of industrial exposure	0	6 (32%)	4 (21%)	7 (36%)	0	19	6 (19%)	12 (38%)	5 (15%)	7 (22%)	2 (6%)	32

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SECTION G: CURRICULUM - STUDENT TEACHING PLACEMENT

Items G1 to G4: Student Teaching Placement

These four items requested responses with respect to student teaching. Results are presented in Tables XVIII and XIX. Approximately 51% of students indicated that they were "satisfied" or "very satisfied" with their "practice teaching experience", with 35% indicating some degree of dissatisfaction. A good majority of the students were satisfied with their teaching practice postings, with 56% choosing one of the satisfied categories, and only 28% choosing the "dissatisfied" options. Four of the Group I students expressed some dissatisfaction with their teaching postings, while ten only in Group II. With respect to teaching practice supervision, 52% indicated some degree of satisfaction with 26% stating they were "dissatisfied".

Finally, 51% of respondents selected the "very satisfied" or "satisfied" categories, regarding the amount of student teaching, with only 35% indicating some degree of dissatisfaction.

In summary it appears that respondents were satisfied with their student teaching experiences.

TABLE XVIII

PERCEPTIONS OF NIGERIAN STUDENTS REGARDING THE DEGREE OF SATISFACTION WITH THEIR STUDENT TEACHING PLACEMENTS IN THEIR TECHNICAL TEACHER TRAINING PROGRAM (TOTALS - BOTH GROUPS)

Q. NO.		VERY SATISFIED	SATISFIED	UNDECIDED	DISSATIS-FIED	VERY DIS-SATISFIED	TOTAL RESP.
12.	Practice teaching experience.	6 (12%)	20 (39%)	7 (14%)	11 (21%)	7 (14%)	51
13.	Teaching practice postings.	9 (18%)	19 (38%)	8 (16%)	9 (18%)	5 (10%)	50
14.	Teaching practice supervision.	11 (22%)	15 (30%)	11 (22%)	10 (20%)	3 (6%)	50
15.	Amount of teaching practice.	8 (16%)	18 (35%)	7 (14%)	12 (24%)	6 (11%)	51

TABLE 010

PERCEPTIONS OF NIGERIAN STUDENTS REGARDING THE DEGREE OF SATISFACTION WITH THEIR STUDENT TEACHING PLACEMENTS IN THEIR TECHNICAL TEACHER TRAINING PROGRAM

Q. NO.	CURRICULUM STATEMENTS (Student Teaching Placement)	GROUP 1						GROUP 2					
		VERY SATISFIED	SATISFIED	UNDECIDED	DISSATISFIED	VERY DISSATISFIED	TOTAL RESP.	VERY SATISFIED	SATISFIED	UNDECIDED	DISSATISFIED	VERY DISSATISFIED	TOTAL RESP.
12.	Practice teaching experience.	1 (5%)	9 (47%)	2 (11%)	6 (32%)	1 (5%)	19	5 (16%)	11 (37%)	5 (16%)	8 (28%)	2 (6%)	32
13.	Teaching practice postings.	1 (5%)	11 (58%)	3 (16%)	3 (16%)	1 (5%)	19	6 (20%)	8 (26%)	5 (16%)	9 (29%)	3 (13%)	31
14.	Teaching practice supervision.	1 (5%)	7 (37%)	6 (32%)	4 (21%)	1 (5%)	19	10 (32%)	8 (27%)	5 (16%)	6 (19%)	2 (7%)	31
15.	Amount of teaching practice.	0	6 (32%)	2 (10%)	6 (32%)	1 (16%)	19	8 (25%)	10 (31%)	5 (16%)	6 (19%)	3 (9%)	32

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SECTION H: CURRICULUM - ACADEMIC RESOURCES

The following six questions relate to academic resources. Results are summarized in Tables XX and XXI.

Items H1 to H6: Various Resources

For all but one item in this section the majority of respondents, indicated some degree of satisfaction with academic resources. More than 80% were satisfied with university workshops, university classrooms, and audio-visual equipment, while about 76% were being satisfied with university equipment, and training supplied. Only the item relating to support staff did not elicit majority satisfaction, with 58% indicating some degree of satisfaction.

Group I members indicated that they were more satisfied with the academic resources than students in Group II. None of the Group I students selected the "very dissatisfied" category for any of the six items in this section with only four students indicating some dissatisfaction with support staff. Between 9% and 16% of Group II students expressed at least some dissatisfaction with these six statements.

To summarize, there was a very strong tendency for academic resources to be classified as satisfactory or very satisfactory.

TABLE XX

PERCEPTIONS OF NIGERIAN STUDENTS REGARDING THE DEGREE OF SATISFACTION WITH THE ACADEMIC RESOURCES IN THEIR TECHNICAL TEACHER TRAINING PROGRAM
(TOTALS - BOTH GROUPS)

Q. NO.	CURRICULUM STATEMENTS (Academic Resources)	VERY SATISFIED	SATISFIED	UNDECIDED	DISSATIS-FIED	VERY DISSATISFIE	TOTAL RESP.
16.	University workshop	14 (27%)	27 (53%)	6 (12%)	2 (4%)	2 (4%)	51
17.	University classrooms	15 (29%)	29 (57%)	4 (8%)	1 (2%)	2 (4%)	51
18.	University equipment	14 (27%)	25 (49%)	7 (14%)	4 (8%)	1 (2%)	51
19.	Training supplies.	11 (22%)	28 (55%)	8 (15%)	2 (4%)	2 (4%)	51
20.	Audio-visual equipment	19 (38%)	24 (48%)	3 (6%)	2 (4%)	2 (4%)	50
21.	Support staff	8 (16%)	21 (42%)	12 (24%)	6 (12%)	3 (6%)	50

TABLE XXI

PERCEPTIONS OF NIGERIAN STUDENTS REGARDING THE DEGREE OF SATISFACTION WITH THE ACADEMIC RESOURCES IN THEIR TECHNICAL TEACHER TRAINING PROGRAM

Q. NO.	CURRICULUM STATEMENTS (Academic Resources)	GROUP 1						GROUP 2					
		VERY SATISFIED	SATISFIED	UNDECIDED	DISSATISFIED	VERY DISSATISFIED	TOTAL RESP.	VERY SATISFIED	SATISFIED	UNDECIDED	DISSATISFIED	VERY DISSATISFIED	TOTAL RESP.
16.	University Workshops	5 (26%)	13 (68%)	1 (6%)	0	0	19	9 (29%)	14 (44%)	5 (16%)	2 (6%)	2 (6%)	32
17.	University classrooms.	3 (16%)	14 (74%)	2 (10%)	0	0	19	12 (39%)	15 (48%)	2 (6%)	1 (3%)	2 (6%)	32
18.	University equipment	4 (21%)	11 (58%)	3 (16%)	1 (5%)	0	19	10 (31%)	14 (44%)	4 (13%)	3 (9%)	1 (3%)	32
19.	Training supplies.	2 (11%)	13 (68%)	3 (16%)	1 (5%)	0	19	9 (29%)	15 (47%)	5 (16%)	1 (3%)	2 (6%)	32
20.	Audio-visual equipment	9 (48%)	8 (42%)	1 (5%)	1 (5%)	0	19	10 (32%)	16 (52%)	2 (6%)	1 (3%)	2 (6%)	31
21.	Support staff.	2 (10%)	7 (37%)	6 (32%)	4 (21%)	0	19	6 (19%)	14 (46%)	6 (19%)	2 (6%)	3 (10%)	31

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SECTION I: PROGRAM ASSESSMENT

This section includes 37 questions which are related to the assessment of the Technical Teacher Education Program.

Item I1: My Overall Experience with the Program was Satisfactory

Tables XXII, XXIII and XXIV present the results for this question. A total of 82% of respondents indicated that they agreed that the overall experience with the program was satisfactory. Only 4 persons (8%) indicated any degree of dissatisfaction while the remainder (10%) were neutral.

Item I2 and I3: Experience in Major and Minor Areas of Study

Respondents were asked to indicate their level of agreement with respect to whether their experiences in major and minor areas was satisfactory. Tables XXII, XXIII and XXIV present this data. A total of 74% of respondents agreed to some degree that experiences in the major area were satisfactory, with only 14% disagreeing to some extent. For the second teachable (or minor) similar results were found. About 70% agreed that these experiences were good, with only twelve percent disagreeing.

Item I4: I Would Choose to Enroll in this Training Program Again

Tables XXII, XXIII and XXIV indicate that 67% of students agreed that they would enroll in the program again, with only 6% (3) disagreeing. About 27% maintained neutrality.

Item I5 and I6: Work Experience

Both of these items relate to work experience. More than half of the students (57%) indicated that on the job training was satisfactory, with only 21% (11) disagreeing with this. Forty-six percent of students agreed to some degree, that amount of time in work experience was satisfactory, while 34% indicated disagreement. From this item it cannot be ascertained whether students felt time spent in work experience was too long or too short. There were no significant differences between group responses to these two statements.

Item I7: Time Spent Student Teaching

Students were asked if they agreed that the amount of time spent student teaching was satisfactory. Tables XXII, XXIII and XXIV show these results. A total of 50% (26) agreed, with 32% (16) disagreeing to some extent, while 18% (9) remaining neutral. Again it is unknown whether time was perceived as too short or too long.

Item I8: Time Selected for Work Experience

Tables XXII, XXIII and XXIV indicate that 50% of respondents felt that the time selected for work experience was satisfactory, with 30% disagreeing and 20% remaining neutral. A larger percentage of Group II students than Group I members agreed with this item.

Item I9: Supervision

When asked if they agreed that supervision was satisfactory, 55% of respondents agreed to some extent, 33% were neutral, and 12% dissagreed. Only two students from Group II strongly disagreed with the reception of adequate supervision.

Item I10: College Supervision

Tables XXII, XXIII and XXIV present data regarding perceptions of college supervision. About 72% indicated they agree that college supervision was good, with 12% remaining neutral and 16% disagreeing to some extent.

Item I11: Student Teaching Supervision

When asked about student teaching supervision, students responded as shown in Tables XXII, XXIII and XXIV. Approximately 62% of students agreed to some extent that supervision was good, with only 20% disagreeing in some way. About 18% of students were neutral.

Item I12: The Program was too Intensive

Table XXII shows that 74% of the students agreed that the program, "squeezed into 24 months, was too intensive". Only five students disagreed with this statement while two selected "strongly disagreed". Clearly over three-quarters of all participants felt that the program was too intensive.

Item I13: In Career Terms the Teacher Education Courses were Beneficial

Table XXII indicates that 90% of students felt that the professional teacher education courses were beneficial, with 8% being neutral, and only one student disagreeing.

Item I14: Program was Well Organized

Tables XXII, XXIII and XXIV indicate that 49% agreed that the program was well organized, with 20% disagreeing. Thirty-one percent of respondents indicated a neutral/undecided response.

Item I15: I Would Recommend this Program to a Friend

Tables XXII, XXIII and XXIV illustrate that over half (51%) of the respondents agreed that they would recommend this program to a friend, with 10% disagreeing. Approximately 39% were undecided in their response.

Item I16: Program Helped to Develop My Identity as an Educator

Tables XXII, XXIII and XXIV indicate that 76% of respondents agreed that this program helped them develop an identity as

an educator. Eight percent disagreed with the statement, while 16% remained undecided. No member of Group I strongly disagreed with this item.

Item I17: Course Work Helped Me to Apply Theoretical Knowledge to Solving Practical Problems

Tables XXII, XXIII and XXIV indicate that 70% agreed to some extent, with this item, while 18% indicated they were undecided. Twelve percent of Group II and eleven percent of Group I disagreed with this statement.

Item I18: Program Provided Adequate Preparation in Teaching Methodology

Eighty-six percent of participants felt that the program provided adequate preparation in teaching methodology, with 6% disagreeing, and 8% being neutral (Table XXII).

Item I19: Program Emphasized Need for Continuing Professional Development

The results are presented in Table XXII. A total of 80% of the students agreed that their program emphasized this need, with 10% disagreeing and 10% remaining neutral.

Item I20: Preparation to Teach at Polytechnical and Trade School Levels

Table XXII shows that 74% of the students agreed that the program equipped them to teach at either the trade school or polytechnical level, while only 8% disagreed.

Item I21: Courses Provided Adequate Exposure to Computer Technology

Fifty-two percent of the students agreed that there was adequate exposure to computer technology, with a larger percentage of Group II students (47%) than Group I disagreed with this item.

Item I22: Program Prepared Me to Teach Special Needs Students

In Tables XXII and XXIV, it can be seen that 50% of respondents felt that the program prepared them to teach special needs students while 30% were neutral and 20% disagreeing. For this item, approximately half of all students felt they were prepared for special education teaching.

Item I23: Adequate Teaching Practice

Forty-two percent of the students agreed that teaching practice was adequate in their program, with 22% remaining neutral and 36% disagreeing. A greater percentage of Group II respondents (50%) than Group I (31%) agreed/strongly agreed with this statement.

Item I24: Adequate Work Experience

Approximately 43% of the students agreed that the work experience segment of the program was adequate, with 29% being neutral and twenty-eight percent disagreeing.

Item I25: Adequate Preparation for Teaching My Area of Expertise

Tables XXII and XXIV present, this data. A full 68% agreed or strongly agreed that the program had adequately prepared them for teaching in their respective areas, twenty-two percent disagreed with this statement. A larger percentage of Group I (31%) than Group II (15%) disagreed with this statement.

Item I26: Adequate Time/Courses to Get More Indepth Knowledge in My Area of Expertise

Forty-eight percent of the students agreed that the program provided adequate time for this purpose, with 18% remaining neutral and 34% disagreeing. Disagreement was expressed by 58% of Group I and 19% of Group II. It appears that close to one half of the participants felt the program provided adequate time. A positive adjustment in perception is reflected in the second group experiencing such a program.

Item I27: The Program Prepared Me to Organize My Expertise for Teaching Purposes

Tables XXII and XXIV show that 77% of the students agreed that expert organization was provided by the program, with 13% being undecided and 10% disagreeing to some extent.

Item I28: Development of Leadership Skills

Results are shown in Tables XXII and XXIV. Approximately 76% of respondents felt that the program had encouraged the

development of personal leadership skills with 8% of disagreeing with this statement.

Item I29 and I30: Nigerian Situation

These two items ask whether the program related content and assignments to the Nigerian situation. Tables XXII and XXIV indicate that 30% of the respondents felt that the program did not relate content to the Nigerian situations, while 41% agreed that this had been done. Fifty-seven percent of the students agreed to some extent that they were permitted to relate content to the Nigerian situation, when submitting assignments. Sixteen percent indicated that such adjustment was not permitted. Eighteen percent of Group II and ten percent of Group I disagreed with this latter statement.

Item I31 and I32: Development of Philosophy and Positive Image

Seventy-six percent of the students agreed that the program helped in clarifying a philosophy of technical education, while 10% only disagreed with this statement.

In Tables XXIII and XXIV, data indicates that 82% of the students felt that the program had helped in the development of a "strong professional image". Only one person (6%) disagreed, with 12% being undecided.

Item I33: I Am Fully Prepared as an Instructor

When respondents were asked to agree or disagree with this statement, 72% (see tables 20 & 21) agreed that they are

fully prepared, with only four persons (8%) disagreeing. About 21% decided to remain neutral on this statement.

Item I34 to I37: Areas Needing More Experience, Practice and Knowledge

These concerns relate to whether students felt that they needed more background in a particular area in order to be good teachers.

Tables XXIII and XXIV indicate that 62% of respondents felt that they needed more industrial experience to be good teachers, with 26% disagreeing that this was necessary. With respect to more teaching practice, 43% (22) felt additional practice was necessary, with 25% disagreeing, and 32% remaining neutral.

Fifty-five percent of respondents felt that they needed more knowledge in their respective areas of expertise, with 27% remaining neutral and 18% feeling they had adequate knowledge. When asked if they felt they had enough technical background for a teaching job, 68% of the students responded in a positive manner. Only 8 persons disagreed with this statement, while 16% remained neutral.

SUMMARY: Section I - Program Assessment

It was found that a large majority of respondents were satisfied with the overall experience, and also with experiences in their major and minor areas. While most would enroll again in this program, approximately 39% were

neutral in this respect, and over half (51%) would recommend the program to a friend.

From these items it appears that the work experience component was perceived as satisfactory, although more than one-third of the respondents were not satisfied with the amount of time spent in work experience.

Perceptions of student teaching tended to be positive. However while 40% of students agreed that the amount of time spent practice teaching was appropriate, about 36% disagreed.

A significant finding relates to the intensity of the program. About 74% of students agreed that the program, squeezed into 24 months was too intensive.

In terms of coursework, professional teacher education courses were perceived as beneficial, and 86% felt that the program had provided adequate preparation in teaching methodology, but did not prepare them enough to work with special needs students.

The program was also perceived as having a beneficial effect in terms of developing a positive professional self-image, and helping the student to develop his own philosophy of technical education.

However, some negative perceptions did occur. Students seemed to feel that there was some difficulty in relating the course content to the Nigerian context.

Finally, while 72% of respondents indicated they felt they were "fully prepared as instructors", 62% agreed that they need more industrial experience to be a good teacher. In addition, 43% felt they needed more student teaching, and 55% felt they needed more knowledge in their area of expertise.

TABLE XXII

PERCEPTIONS OF NIGERIAN STUDENTS REGARDING THE DEGREE OF SATISFACTION WITH THE TECHNICAL TEACHER TRAINING PROGRAM (TOTALS - BOTH GROUPS)

Q. NO.	PROGRAM ASSESSMENT STATEMENT	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.
I 1.	My overall experience with the program was satisfactory.	1 (2%)	3 (6%)	5 (10%)	24 (47%)	18 (35%)	51
I 2.	Experiences in my major area of study was satisfactory.	3 (6%)	4 (8%)	6 (12%)	21 (41%)	17 (33%)	51
I 3.	Experience in my second teachable (minor) were good.	2 (4%)	4 (8%)	9 (18%)	21 (41%)	15 (29%)	51
I 4.	I would choose to enroll in this training program again.	2 (4%)	1 (2%)	14 (27%)	16 (31%)	18 (36%)	51
I 5.	On-the-job training (work experience) was satisfactory.	8 (15%)	3 (6%)	11 (22%)	19 (37%)	10 (20%)	51
I 6.	I was satisfied with the amount of time spent in the work experience.	9 (18%)	8 (16%)	10 (20%)	13 (25%)	11 (21%)	51
I 7.	I was satisfied with the amount of time spent doing teaching practice.	8 (16%)	8 (16%)	9 (18%)	14 (27%)	12 (23%)	51
I 8.	The time selected for work experience was satisfactory.	8 (16%)	7 (14%)	10 (20%)	26 (51%)	18 (35%)	51
I 9.	The supervision I received was satisfactory.	2 (4%)	4 (8%)	17 (33%)	15 (30%)	13 (25%)	51

TABLE XXII (Continued)

PERCEPTIONS OF NIGERIAN STUDENTS REGARDING THE DEGREE OF SATISFACTION WITH THE TECHNICAL TEACHER TRAINING PROGRAM (TOTALS - BOTH GROUPS)

Q. NO.	PROGRAM ASSESSMENT STATEMENT	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.
I 9.	The supervision I received was satisfactory.	2 (4%)	4 (8%)	17 (33%)	15 (30%)	13 (25%)	51
I 10.	The supervision I received from the college was good.	3 (6%)	5 (10%)	6 (12%)	19 (37%)	18 (35%)	51
I 11.	Experiences with student teaching supervision were good.	6 (12%)	4 (8%)	9 (18%)	17 (34%)	14 (28%)	50
I 12.	The program, squeezed into 24 months, was too intensive.	2 (4%)	5 (10%)	6 (12%)	6 (29%)	15 (45%)	51
I 13.	In career terms, the professional teacher education courses were beneficial.	1 (2%)	0	4 (8%)	19 (37%)	27 (53%)	51
I 14.	The program was well organized.	3 (6%)	7 (14%)	16 (31%)	9 (18%)	16 (31%)	51
I 15.	I would recommend this program to a friend.	2 (4%)	3 (6%)	20 (39%)	12 (24%)	14 (27%)	51
I 16.	The program helped to develop my identity as an educator	2 (4%)	2 (4%)	8 (16%)	22 (43%)	17 (33%)	51
I 17.	Course work helped me to apply theoretical knowledge in solving practical problems.	2 (4%)	4 (8%)	9 (18%)	19 (37%)	17 (33%)	51

TABLE XXII (Continued)

PERCEPTIONS OF NIGERIAN STUDENTS REGARDING THE DEGREE OF SATISFACTION WITH THE TECHNICAL TEACHER TRAINING PROGRAM (TOTALS - BOTH GROUPS)

Q. NO.	PROGRAM ASSESSMENT STATEMENT	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.
I 27.	The program prepared me to organize my expertise for teaching purposes.	2 (4%)	3 (6%)	6 (13%)	18 (38%)	19 (39%)	48
I 28.	The program encouraged the development of my personal leadership skills.	1 (2%)	3 (6%)	8 (16%)	18 (35%)	21 (41%)	51
I 29.	The program tried to relate content to the Nigerian situation.	7 (14%)	8 (16%)	15 (29%)	8 (16%)	13 (25%)	51
I 30.	In assignments I was permitted to relate content to my knowledge of the Nigerian culture.	4 (8%)	4 (8%)	14 (27%)	15 (30%)	14 (27%)	51

TABLE XXII (Continued)

PERCEPTIONS OF NIGERIAN STUDENTS REGARDING THE DEGREE OF SATISFACTION WITH THE TECHNICAL TEACHER TRAINING PROGRAM (TOTALS - BOTH GROUPS)

Q. NO.	PROGRAM ASSESSMENT STATEMENT	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.
I 18.	The program provided adequate preparation in teaching methodology.	2 (4%)	1 (2%)	4 (8%)	26 (51%)	28 (55%)	51
I 19.	The prgram emphasized the need for continuing professional development.	2 (4%)	3 (6%)	5 (10%)	22 (43%)	19 (37%)	51
I 20.	The program included preparation to teach at the polytechnic level as well as trade schools.	2 (4%)	2 (4%)	9 (18%)	21 (41%)	17 (33%)	51
I 21.	Courses provided adequate exposure to computer technology.	7 (14%)	7 (14%)	10 (20%)	14 (27%)	13 (25%)	51
I 22.	The program prepared me to teach special needs students.	4 (8%)	6 (12%)	15 (30%)	13 (25%)	13 (25%)	51
I 23.	The program provided adequate practice teaching experience.	10 (20%)	8 (16%)	11 (22%)	15 (29%)	7 (13%)	51
I 24.	The program provided adequate work experience.	7 (14%)	7 (14%)	15 (29%)	12 (23%)	10 (20%)	51
I 25.	The program provided adequate preparation for teaching my area of expertise.	3 (6%)	8 (16%)	5 (10%)	20 (39%)	15 (29%)	51
I 26.	The program provided adequate time/courses to get more indepth knowledge in my area of expertise.	9 (18%)	8 (16%)	9 (18%)	13 (26%)	11 (22%)	51

TABLE XXIII

PERCEPTIONS OF NIGERIAN STUDENTS REGARDING PROGRAM ASSESSMENTS UPON COMPLETION OF THEIR TECHNICAL TEACHER TRAINING PROGRAM (TOTALS - BOTH GROUPS)

Q. NO.	PROGRAM ASSESSMENT STATEMENT (continued)	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.
I 31.	The program helped me clearify a philosophy of technical education.	1 (2%)	4 (8%)	7 (14%)	19 (37%)	20 (39%)	51
I 32.	The program helped me develop a strong positive professional image.	1 (2%)	2 (4%)	6 (12%)	24 (49%)	16 (33%)	49
I 33.	I am fully prepared as an instructor.	1 (2%)	3 (6%)	10 (20%)	20 (39%)	17 (33%)	51
I 34.	I need more industrial experience to be a good teacher.	5 (10%)	8 (16%)	6 (12%)	13 (25%)	19 (37%)	51
I 35.	I need more teaching practice in order to be a good teacher.	6 (12%)	10 (20%)	13 (25%)	13 (25%)	9 (18%)	51
I 36.	I need more knowledge in my area of expertise.	3 (6%)	6 (12%)	14 (27%)	19 (37%)	9 (18%)	51
I 37.	I have enough technical background for a teaching job.	3 (6%)	5 (10%)	8 (16%)	13 (26%)	21 (42%)	50

TABLE XXIV

PERCEPTIONS OF NIGERIAN STUDENTS REGARDING THE DEGREE OF SATISFACTION WITH THE TECHNICAL TEACHER TRAINING PROGRAM

Q. No.		GROUP 1						GROUP 2					
		STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.
I 1	My overall experience with the program was satisfactory.	0	1 (5%)	2 (10%)	10 (53%)	6 (32%)	19	1 (3%)	2 (6%)	3 (9%)	14 (44%)	12 (38%)	32
I 2.	Experiences in my major area of study was satisfactory.	1 (5%)	1 (5%)	3 (16%)	10 (53%)	4 (21%)	19	2 (6%)	3 (9%)	3 (9%)	11 (34%)	13 (41%)	32
I 3.	Experiences in my second teachable (minor) were good.	0	2 (10%)	5 (26%)	10 (53%)	2 (11%)	19	2 (6%)	2 (6%)	4 (13%)	11 (34%)	13 (41%)	32
I 4.	I would choose to enroll in this training program again.	0	0	9 (47%)	7 (37%)	3 (16%)	19	2 (6%)	1 (3%)	5 (16%)	9 (28%)	15 (47%)	32
I 5.	On-the-job training (work experience) was satisfactory.	2 (10%)	2 (10%)	6 (32%)	6 (32%)	3 (16%)	19	4 (13%)	1 (3%)	5 (16%)	13 (41%)	7 (22%)	32
I 6.	I was satisfied with the amount of time spent in the work experience.	3 (16%)	4 (21%)	4 (21%)	6 (32%)	2 (10%)	19	6 (19%)	4 (13%)	4 (13%)	7 (22%)	9 (28%)	32
I 7.	I was satisfied with the amount of time spent doing teaching practice.	3 (16%)	4 (21%)	3 (16%)	4 (21%)	3 (16%)	19	5 (16%)	4 (12%)	6 (19%)	8 (25%)	9 (28%)	32
I 8.	The time selected for work experience was satisfactory.	2 (11%)	4 (21%)	5 (26%)	5 (26%)	3	19	4 (13%)	3 (9%)	5 (16%)	11 (34%)	7 (22%)	32

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TABLE XXIV (Continued)

PERCEPTIONS OF NIGERIAN STUDENTS REGARDING THE DEGREE OF SATISFACTION WITH THE TECHNICAL TEACHER TRAINING PROGRAM

Q. NO.		GROUP 1						GROUP 2					
		STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.
I 9.	The supervision I received was satisfactory.	0	2 (10%)	8 (42%)	6 (32%)	3 (16%)	19	2 (6%)	2 (6%)	9 (28%)	9 (28%)	10 (32%)	32
I 10.	The supervision I received from the college was good.	1 (5%)	2 (11%)	2 (11%)	9 (47%)	5 (26%)	19	2 (6%)	3 (9%)	4 (13%)	10 (31%)	13 (41%)	32
I 11.	Experiences with student teaching supervision were good	1 (5%)	2 (11%)	5 (26%)	7 (37%)	4 (21%)	19	5 (16%)	2 (7%)	6 (19%)	10 (32%)	10 (32%)	31
I 12.	The program, squeezed into 24 months, was too intensive.	1 (5%)	2 (11%)	2 (10%)	6 (32%)	8 (42%)	19	1 (3%)	3 (9%)	4 (13%)	9 (28%)	15 (47%)	32
I 13.	In career terms, the professional teacher education courses were beneficial.	0	0	2 (10%)	10 (53%)	7 (37%)	19	1 (3%)	0	2 (6%)	9 (28%)	20 (63%)	32
I 14.	The program was well organized.	0	4 (21%)	7 (37%)	5 (26%)	3 (16%)	19	3 (9%)	3 (9%)	9 (28%)	4 (13%)	13 (41%)	32
I 15.	I would recommend this program to a friend.	0	3 (16%)	8 (42%)	6 (32%)	2 (10%)	19	2 (6%)	0	12 (38%)	6 (19%)	12 (37%)	32

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TABLE XXIV (Continued)

PERCEPTIONS OF NIGERIAN STUDENTS REGARDING THE DEGREE OF SATISFACTION WITH THE TECHNICAL TEACHER TRAINING PROGRAM

Q. NO.	PROGRAM ASSESSMENT STATEMENTS (Continued)	GROUP 1						GROUP 2					
		STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.
I 32.	The program helped me develop a strong positive professional image.	0	1 (5%)	4 (16%)	12 (63%)	2 (15%)	19	1 (3%)	1 (3%)	3 (10%)	12 (40%)	13 (44%)	30
I 33.	I am fully prepared as an instructor.	0	2 (10%)	4 (21%)	10 (53%)	3 (16%)	19	1 (3%)	1 (3%)	6 (19%)	10 (31%)	14 (44%)	32
I 34.	I need more industrial experience to be a good teacher.	0	5 (26%)	3 (16%)	7 (37%)	4 (21%)	19	5 (16%)	2 (9%)	3 (9%)	6 (19%)	15 (47%)	32
I 35.	I need more teaching practice in order to be a good teacher.	1 (5%)	2 (11%)	9 (47%)	7 (37%)	0	19	5 (16%)	0 (0%)	4 (12%)	6 (19%)	9 (28%)	32
I 36.	I need more knowledge in my area of expertise.	1 (5%)	1 (5%)	(32%)	10 (53%)	1 (5%)	19	2 (6%)	5 (16%)	8 (25%)	9 (28%)	8 (25%)	32
I 37.	I have enough technical background for a teaching job.	0	1 (5%)	(32%)	7 (37%)	5 (26%)	19	3 (10%)	4 (13%)	2 (6%)	6 (19%)	16 (52%)	31

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TABLE XXIV (Continued)

PERCEPTIONS OF GRADUATE STUDENTS REGARDING THE DEGREE OF SATISFACTION WITH THE TECHNICAL TEACHING PROGRAM

Q. NO.	PROGRAM ASSESSMENT STATEMENTS (Continued)	GROUP 1						GROUP 2					
		STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.
I 16.	The program helped to develop my identity as an educator.	0	1 (5%)	4 (21%)	10 (53%)	4 (21%)	19	2 (6%)	1 (3%)	4 (13%)	12 (38%)	13 (40%)	32
I 17.	Courses work helped me to apply theoretical knowledge to solving practical problems.	0	2 (11%)	5 (26%)	8 (42%)	4 (21%)	19	2 (6%)	2 (6%)	4 (13%)	11 (34%)	13 (41%)	32
I 18.	The program provided adequate preparation in teaching methodology.	0	0	3 (16%)	12 (63%)	4 (21%)	19	2 (6%)	1 (3%)	1 (3%)	14 (44%)	14 (44%)	32
I 19.	The program emphasized the need for continuing professional development.	0	1 (5%)	4 (21%)	7 (37%)	7 (37%)	19	2 (6%)	2 (6%)	1 (3%)	15 (47%)	12 (38%)	32
I 20.	The program included preparation to teach at the polytechnic level as well as trade schools.	0	2 (11%)	4 (21%)	11 (57%)	2 (11%)	19	2 (6%)	0	5 (16%)	10 (31%)	15 (47%)	32
I 21.	Courses provided adequate exposure to computer technology.	1 (5%)	3 (16%)	5 (26%)	7 (37%)	3 (16%)	19	6 (19%)	4 (12%)	5 (15%)	7 (22%)	10 (31%)	32
I 22.	The program prepared me to teach special needs students.	1 (5%)	3 (16%)	7 (37%)	5 (26%)	3 (16%)	19	3 (11%)	3 (11%)	4 (14%)	9 (29%)	10 (36%)	28
I 23.	The program provided adequate practice teaching supervision.	3 (16%)	5 (27%)	5 (26%)	5 (26%)	1 (5%)	19	7 (22%)	3 (9%)	6 (19%)	10 (31%)	6 (19%)	32

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TABLE XXIV (Continued)

PERCEPTIONS OF AGRICULTURAL STUDENTS REGARDING THE DEGREE OF SATISFACTION WITH THE TECHNICAL TEACHER TRAINING PROGRAM

S. NO.	PROGRAM ACHIEVEMENT STATEMENTS (Continued)	GROUP I						GROUP II					
		STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.
I 24.	The program provided adequate work experience.	1 (5%)	3 (15%)	0 (0%)	4 (20%)	3 (60%)	20	0 (0%)	4 (10%)	7 (18%)	8 (20%)	7 (52%)	40
I 25.	The program provided adequate preparation for teaching my area of expertise.	1 (5%)	0 (0%)	3 (15%)	7 (37%)	3 (15%)	19	0 (0%)	3 (7%)	4 (10%)	13 (33%)	19 (48%)	40
I 26.	The provided adequate time/courses to get more indepth knowledge in my area of expertise.	5 (26%)	6 (30%)	3 (15%)	5 (26%)	0	19	6 (15%)	7 (18%)	6 (15%)	8 (20%)	13 (34%)	38
I 27.	The program prepared me to organize my expertise for teaching purposes.	0	1 (5%)	7 (36%)	5 (26%)	5 (27%)	18	2 (5%)	2 (5%)	1 (3%)	13 (33%)	14 (49%)	32
I 28.	The program encouraged the development of my personal leadership skills.	0	2 (11%)	5 (26%)	8 (42%)	4 (21%)	19	1 (3%)	1 (3%)	3 (8%)	15 (41%)	17 (56%)	37
I 29.	The program tried to relate content to the Nigerian situation.	4 (21%)	3 (16%)	10 (53%)	2 (10%)	0	19	4 (10%)	5 (13%)	5 (13%)	6 (15%)	15 (49%)	39
I 30.	In assignments I was permitted to relate content to my knowledge of the Nigerian culture.	1 (5%)	1 (5%)	6 (32%)	7 (37%)	2 (11%)	19	1 (3%)	3 (9%)	6 (18%)	6 (18%)	14 (48%)	33
I 31.	The program helped me to clarify a philosophy of technical education.	0	1 (5%)	4 (21%)	10 (53%)	4 (21%)	19	1 (3%)	3 (9%)	3 (9%)	9 (26%)	19 (56%)	34

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[illegible]

[illegible]

Q. NO.	[illegible]	GROUP 1						GROUP 2					
		[illegible]	[illegible]	[illegible]	[illegible]	STRONGLY AGREE	TOTAL RESP.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.
I 30.	The program helped me develop a strong positive professional image.	0	1 [illegible]	4 [illegible]	13 [illegible]	3 (16%)	19	1 (3%)	1 (3%)	3 (10%)	12 (40%)	13 (44%)	30
I 31.	I am fully prepared as an instructor.	0	2 (10%)	4 [illegible]	10 [illegible]	3 (16%)	19	1 (3%)	1 (3%)	6 (19%)	10 (31%)	14 (44%)	32
I 32.	I need more industrial experience to be a good teacher.	0	5 [illegible]	3 [illegible]	7 [illegible]	4 (21%)	19	5 (16%)	3 (9%)	3 (9%)	6 (19%)	15 (47%)	32
I 33.	I need more teaching practice in order to be a good teacher.	1 [illegible]	2 [illegible]	6 [illegible]	7 [illegible]	0	19	5 (16%)	8 (25%)	4 (12%)	6 (19%)	9 (28%)	32
I 34.	I need more knowledge in my area of expertise.	1 [illegible]	2 (11%)	[illegible]	10 [illegible]	1 (5%)	19	2 (6%)	5 (16%)	8 (25%)	9 (28%)	8 (25%)	32
I 35.	I have enough technical background for a teaching job.	0	2 (11%)	[illegible]	7 [illegible]	5 (26%)	19	3 (10%)	4 (13%)	2 (6%)	6 (19%)	16 (52%)	31

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SECTION J: CAREER ASSESSMENT

This section of the instrument included a number of items about preferences regarding careers, upon return to Nigeria.

Item J1 and J2: Preference for Teaching Area

Tables XXV and XXVI, present data results regarding students' preference to teach in their major or minor area. Approximatley 90% of students indicated that they would prefer to teach in their major area, with 6% undecided and 4% disagreeing with the statement.

Fifty-nine percent agreed with the phrase "I would prefer to teach in my minor area, with 25% neutral and 16% strongly disagreeing.

Thus, students from both groups indicated that they would prefer to teach in both the major and minor areas of study.

Item J3 and J4: Preference for Degree Type

In separate items students were asked to agree or disagree with respect to whether they would rather have an engineering degree, or a science degree, instead of the degree from this program.

Sixty-three percent (32) of respondents agreed that they would prefer an engineering degree, while 44% (23) indicated a preference towards a science degree. A number of students (35%) were neutral with respect to the science degree.

Item J5 to J7: Desire to Teach

These three items requested information regarding the student's desire to teach.

Students were asked to agree or disagree with the statement: "My first choice of a career when I get to Nigeria will be teaching". About 49% generally agreed with this statement with over one-third falling into the "strongly agree" category. Thirty-one percent disagreed, and 20% were undecided. Disagreement with this statement was stronger in Group II (41%) than Group I (16%).

Item J6 relates to whether students would prefer to work at their technologies rather than teach. About 64% agreed with this item with 22% in the undecided category and 14% disagreeing. Again, it appears that a small number of students (approximately half) indicated that their first choice of career would be teaching and, that they would rather work at their technology rather than teach. It is unclear from their responses whether they would prefer to combine these responsibilities or that the questions were confusing to them.

The final item in the group (J7) asks for degree of agreement to the statement "I am anxious to start teaching". Only 41% agreed with this statement, with fourteen respondents (42%) falling in the neutral category. About 32% (primarily from Group II) indicated disagreement of some sort.

Item J8: Other Degree More Useful

This item asked whether students agreed that an engineering or science degree would be of more use. Slightly over half (53%) felt that these other degrees would be more useful with 31% remaining undecided, and 16% disagreeing with the statements. A larger percentage of Group II students (18%) than Group I students (11%) expressed disagreement.

Item J9: Commitment to Nigerian Ed. System

Tables XXV and XXVI present results for this item. Eighty percent agreed that they had such a commitment to the Nigerian educational system, with only 6% disagreeing, and 14% being undecided. Both groups strongly agreed with this statement.

Item J10: Would Rather Practice Trade/Technology Than Teach

Item J10 requests information regarding career preference. About 55% agreed that they would prefer to practice their trade/technology as opposed to teaching, with 20% disagreeing. However 25% remained neutral. A larger percentage of Group I (26%) than Group II (15%) expressed disagreement with this statement.

Item J11 and J12: Job Type Preference

Students were asked to comment on whether they would prefer a white collar job as opposed to a blue collar job. About 34% agreed while 31% disagreed, with 35% remaining neutral.

The next item, with results in Tables XXV and XXVI asks whether students would rather work in a bank or government than in a trade. Results indicated that only 16% (all Group II respondents) agreed that this would be a preferred career. Forty-seven percent disagreed with this statement while 37% were undecided.

Item J13 and J14: Salary and Career Choice

Item J13 asks students whether they agree that they will take the highest paying job, on their return to Nigeria. Responses indicate that 41% agreed to some extent, 27% remaining neutral, and 32% disagreeing to some degree.

Students were further asked, whether a teaching salary, even if lower than in industry would be sufficient. About 30% agreed with this to some extent, 31% were undecided and 39% disagreed with this statement.

SUMMARY: Section J - Career Assessment

This section has presented some mixed findings about students' commitment to teaching, and their preferences for other degrees.

It appears that a significant number would have preferred an engineering degree, or to a lesser extent, a science degree at the conclusion of their overseas study. With respect to choosing teaching as a profession as opposed to other possibilities. Approximately 49% indicated their first choice of career would be teaching while 64% stated they

would rather work at a technology instead of teaching. One can only conclude that a small number would prefer to do that. In addition, only a minority are anxious to start teaching, although many indicated that they were undecided. While students seem to be (as a group) unclear about their desire to teach, almost all 80% express commitment to help the Nigerian educational system.

Participants, as a group, did not express strong preference for white collar jobs, although an equal number were neutral on this issue. Very few (16%) agreed that they would rather work in a bank or government than in a trade/technology with 37% remaining neutral. With respect to salary, no clear trends emerged. About 41% indicated that they would take the highest paying job, with 32% disagreeing with the statement. Approximately 30% of the respondents indicated that a teaching salary (though lower) would be sufficient. However, a slightly greater number (39%) disagreed.

TABLE XXV

PERCEPTIONS OF NIGERIAN STUDENTS REGARDING CAREER ASSESSMENTS UPON COMPLETION OF THEIR TECHNICAL TEACHER TRAINING PROGRAM (TOTALS - BOTH GROUPS)

Q. NO.	CAREER ASSESSMENT STATEMENT	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.
1.	I would prefer to teach my major area.	0	2 (4%)	3 (6%)	16 (31%)	30 (59%)	51
2.	I would prefer to teach my minor area.	6 (12%)	2 (4%)	13 (25%)	18 (35%)	12 (24%)	51
3.	If given a choice I would rather have an engineering degree.	4 (8%)	3 (6%)	12 (23%)	10 (20%)	22 (43%)	51
4.	If given a choice I would rather have a science degree.	6 (12%)	4 (8%)	18 (35%)	16 (31%)	7 (14%)	51
5.	My first choice of a career when I get to Nigeria will be in teaching.	7 (14%)	9 (17%)	10 (20%)	10 (20%)	15 (29%)	51
6.	I would like to work at my technology rather than teaching.	3 (6%)	4 (8%)	11 (22%)	18 (35%)	15 (29%)	51
7.	I am anxious to start teaching.	7 (14%)	9 (18%)	14 (27%)	14 (27%)	7 (14%)	51
8.	I think an engineering or science degree would be of more use.	3 (6%)	5 (10%)	16 (31%)	14 (27%)	13 (26%)	51
9.	I am committed to helping the Nigerian educational system.	2 (4%)	1 (2%)	7 (14%)	10 (20%)	31 (60%)	51

TABLE XXV (Continued)

PERCEPTIONS OF NIGERIAN STUDENTS REGARDING CAREER ASSESSMENTS UPON COMPLETION OF THEIR TECHNICAL TEACHER TRAINING PROGRAM (TOTALS - BOTH GROUPS)

Q. NO.	CAREER ASSESSMENT STATEMENT	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.
10.	I would rather practice my trade/technology than teach.	3 (6%)	7 (14%)	13 (25%)	19 (37%)	9 (18%)	51
11.	I would rather have a white collar job than a blue collar job.	8 (17%)	7 (14%)	17 (35%)	12 (24%)	5 (10%)	49
12.	I would rather work in a bank or government than in a trade.	8 (16%)	16 (31%)	19 (37%)	6 (12%)	2 (4%)	51
13.	When I return to Nigeria I will take the highest paying job.	6 (12%)	10 (20%)	14 (27%)	11 (22%)	10 (19%)	51
14.	A teaching salary even though lower than industry is sufficient.	10 (20%)	9 (19%)	16 (31%)	10 (20%)	5 (10%)	51

TABLE XXVI

PERCEPTIONS OF NIGERIAN STUDENTS REGARDING CAREER ASSESSMENTS UPON COMPLETION OF THEIR TECHNICAL TEACHER TRAINING PROGRAM

Q. No.	CAREER ASSESSMENT STATEMENTS	GROUP 1						GROUP 2					
		STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.
1.	I would prefer to teach my major area.	0	1 (5%)	2 (11%)	7 (47%)	9 (47%)	19	0	1 (3%)	1 (3%)	9 (28%)	21 (66%)	32
2.	I would prefer to teach my minor area.	0	1 (6%)	7 (37%)	8 (42%)	3 (16%)	19	6 (19%)	1 (3%)	6 (19%)	10 (31%)	9 (28%)	32
3.	If given a choice I would rather have an engineering degree	1 (5%)	1 (5%)	6 (32%)	2 (11%)	9 (47%)	19	3 (9%)	2 (6%)	6 (19%)	8 (25%)	13 (41%)	32
4.	If given a choice I would rather have a science degree.	2 (10%)	3 (16%)	7 (37%)	7 (37%)	0	19	4 (13%)	1 (3%)	11 (34%)	9 (28%)	7 (22%)	32
5.	My first choice of a career when I get to Nigeria will be in teaching.	0	3 (16%)	3 (16%)	6 (31%)	7 (37%)	19	7 (22%)	5 (15%)	7 (22%)	6 (19%)	8 (25%)	32
6.	I would like to work at my technology rather than teaching.	1 (5%)	2 (11%)	7 (37%)	5 (26%)	4 (21%)	19	2 (6%)	2 (6%)	6 (19%)	13 (41%)	11 (34%)	32
7.	I am anxious to start teaching.	0	2 (11%)	9 (47%)	6 (31%)	2 (11%)	19	7 (22%)	7 (22%)	5 (15%)	8 (25%)	5 (16%)	32
8.	I think an engineering or science degree would be of more use.	0	2 (11%)	8 (42%)	5 (26%)	4 (21%)	19	3 (9%)	3 (9%)	8 (25%)	9 (29%)	9 (28%)	32

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TABLE XXVI (Continued)

PERCEPTIONS OF NIGERIAN STUDENTS REGARDING CAREER ASSESSMENTS UPON COMPLETION OF THEIR TECHNICAL TEACHER TRAINING PROGRAM

Q. NO.	CAREER ASSESSMENT STATEMENTS	GROUP 1						GROUP 2					
		STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.
9.	I am committed to helping the Nigerian educational system.	0	1 (5%)	4 (21%)	3 (16%)	11 (58%)	19	2 (6%)	0	3 (9%)	7 (22%)	20 (63%)	32
10.	I would rather practice my trade/technology than teach.	0	5 (26%)	6 (32%)	7 (37%)	1 (5%)	19	3 (9%)	2 (6%)	7 (22%)	12 (38%)	8 (25%)	32
11.	I would rather have a white collar job than a blue collar job.	2 (11%)	3 (16%)	9 (47%)	4 (21%)	1 (5%)	19	6 (19%)	4 (12%)	8 (25%)	8 (25%)	6 (19%)	32
12.	I would rather work in the bank or government than in a trade.	1 (5%)	7 (37%)	10 (53%)	1 (5%)	0	19	7 (22%)	9 (28%)	9 (28%)	5 (16%)	2 (6%)	32
13.	When I return to Nigeria I will take the highest paying job.	2 (11%)	5 (26%)	17 (37%)	3 (16%)	2 (10%)	19	4 (12%)	5 (16%)	7 (22%)	8 (25%)	8 (25%)	32
14.	A teaching salary even though lower than industry is sufficient.	2 (11%)	3 (17%)	8 (44%)	5 (28%)	0	18	8 (25%)	6 (18%)	8 (25%)	5 (16%)	5 (16%)	32

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SECTION K: INTERACTION WITH HOST CULTURE

This section contains 22 items relating to the Canadian culture experienced by Nigerian students while studying under the Sponsored Program. All items used the satisfied-unsatisfied dimension.

Item K1: Living Conditions in Canada

Tables XXVII and XXVIII indicate that 73% of the students were satisfied with living conditions, 18% being undecided and another 9% dissatisfied to some degree. A larger percentage of Group II students (12%) than Group I (5%) expressed this dissatisfaction.

Item K2: Security Conditions in Canada

The majority of students (86%) of both groups were satisfied with Canadians security conditions. About 8% were undecided and 6% were dissatisfied to some degree. There were no major group differences.

Item K3: Housing

Sixty-eight percent of the students were satisfied to some extent with Canadian housing, 14% undecided and 18% dissatisfied to some degree.

Item K4: Medical Facilities

Table XXVII indicates that 92% of respondents were satisfied with medical facilities in Canada, while 6% were undecided and only one student was very dissatisfied.

Item K5: Travel while in Canada

Fifty-five percent of the students in both groups expressed some degree of satisfaction with respect to Canadian travel, while 23% indicated some dissatisfaction. Thirty-two percent of Group I and 16% of Group II were undecided.

Item K6: University Housing

Tables XXVII and XXVIII outline the data results regarding University housing. Approximately, 28% were very satisfied or satisfied with housing and 34% registered some degree of dissatisfaction. A major percentage of the total (38%) indicated they were undecided about University housing.

Item K7: Providing Services to the Community

Tables XXVII and XXVIII present these results. The item stated "I was able to provide services to the community such as talks at church or clubs". Approximately 58% checked off one of the satisfied categories with 24% being undecided and 18% indicating some degree of dissatisfaction.

Item K8: Happy Experience Living in Canada

The item stated "I have had a happy experience of living in Canada". Eighty-eight percent of the students indicated satisfaction with 4% being undecided. Some degree of dissatisfaction was expressed by 8% of the respondents.

Item K9: Living Conditions

Tables XXVII and XXVIII present results in response to the item "I have been happy with the Canadian living conditions".

Approximately 78% selected one of the satisfied categories while 10% indicated a dissatisfied category. Twelve percent of both groups provided an undecided response to this statement.

Item K10: Friendliness of Canadian People

Students were asked to respond to the item "The Canadian people I encountered were helpful and friendly". Seventy-eight percent of the students selected a satisfactory category. Five students indicated they were dissatisfied or very dissatisfied, suggesting that they found Canadians not helpful and unfriendly.

Item K11: Using English

Tables XXVII and XXVIII present the results in response to the item "Working/speaking in English did not present a problem". Ninety percent of students indicated a satisfied category while 6% indicating some degree of dissatisfaction.

Item K12: Medical/Health Care

Tables XXVII and XXVIII show responses with respect to the item "My medical/health problems were always taken care of or solved". Approximately 88% of respondents indicated some

degree of satisfaction, with 8% being undecided and 4% falling in the "very dissatisfied" category.

Item K13: Housing

Fifty-three percent of respondents indicated some degree of satisfaction in response to the statement "Housing accommodations were satisfactory", while 22% expressed dissatisfaction.

Item K14: Canadian Climate

In Tables XXVII and XXVIII results to the item "The Canadian climate was satisfactory", are presented. Approximately 41% of the students checked off one of the satisfactory, categories, with 22% being undecided, and 37% indicating some degree of dissatisfaction. A larger percentage of Group I members (53%) than Group II (28%) expressed dissatisfaction with the Canadian climate.

Item K15: Personal Security

In response to the item "personal security was satisfactory". Eighty-two percent of students selected one of the "satisfied" options with 12% being undecided and only three (6%) students indicating very dissatisfied.

Item K16: Availability of Goods

This item was phrased as follows: "availability of goods and services was satisfactory". Results, presented in Table XXVII show that 86% of respondents selected a satisfied

category with 10% selecting undecided and 4% being dissatisfied.

Item K17: Ease of Making Friends with Students

Tables XXVII and XXVIII present the results for the item: "I made friends with other students quite readily". Eighty-eight percent of respondents selected one of the satisfied categories, with 8% being undecided and 4% choosing the dissatisfied category. No member selected the very dissatisfied category for this statement.

Item K18: Ease of Making Friends in General

In response to the item: "I made friends with Canadians in general quite easily". Ninety percent of the students indicated one of the satisfied categories, with 10% being undecided, and 10% choosing one of the dissatisfied categories.

Item K19: Participation In Enjoyable Activities While in Canada

This item was phrased as follows: "I particpated in a variety of enjoyable activities while in Canada". Seventy-eight percent of the students choose one of the satisfied categories, with 14% being undecided and 8% choosing one of the dissatisfied categories.

Item K20: Travel in Canada

Tables XXVII and XXVIII summarize the data for the item: "I was able to take the opportunity to travel and see many

parts of Canada". Approximately 56% selected very satisfied or satisfied with 24% being undecided and 20% choosing dissatisfied or very dissatisfied.

Item K21: Food Availability

Tables XXVII and XXVIII presents the results to the item: "The availability of food I wanted was satisfactory". Sixty-six percent indicated some degree of satisfaction with 22% being undecided. Twelve percent (6) choose the dissatisfied category.

Item K22: Participation in Social Activities

The item was phrased as follows: "There was a wide variety of social activities in which I could have participated if I wanted to do so". Tables XXVII and XXVIII indicate that 88% selected one of the satisfied options, with 4% being undecided and 8% selecting one of the dissatisfied options.

SUMMARY: Section K - Interaction with Host Culture

To summarize this section, it appears that, the Nigerian students were satisfied with most aspects of interaction with the Canadian culture. The following items elicited more than 50% of responses falling into one of the satisfied categories: living conditions, security conditions, housing, medical facilities, travel in Canada, providing services to the community, having had a happy experience in Canada, friendliness of Canadians, using English, availability of goods, making friends, participation in enjoyable activities, and food availability.

Only a few items did not elicit a majority of responses in the satisfied categories. More students expressed dissatisfaction with University housing and also with the Canadian climate.

Indications are then that the Nigerian students enjoyed their interaction with the Canadian culture, in almost all respects.

TABLE XVII

PERCEPTIONS OF NIGERIAN STUDENTS REGARDING THE DEGREE OF HOST CULTURE INTERACTION DURING STUDIES IN THE TECHNICAL TEACHER TRAINING PROGRAM

(TOTALS - BOTH GROUPS)

Q. NO.	INTERACTION WITH HOST CULTURE STATEMENTS	VERY SATISFIED	SATISFIED	UNDECIDED	DISSATISFIED	VERY DISSATISFIED	TOTAL RESP.
1.	Living condition in Canada.	10 (20%)	27 (53%)	9 (18%)	4 (8%)	1 (1%)	51
2.	Security conditions in Canada.	19 (37%)	25 (49%)	4 (8%)	2 (4%)	1 (2%)	51
3.	Housing.	9 (17%)	26 (51%)	7 (14%)	4 (8%)	5 (10%)	51
4.	Medical facilities.	19 (37%)	28 (55%)	3 (6%)	0	1 (2%)	51
5.	Traveling while living in Canada.	10 (20%)	18 (35%)	11 (22%)	8 (15%)	4 (8%)	51
6.	University housing.	4 (8%)	10 (20%)	19 (38%)	12 (24%)	5 (10%)	50
7.	I was able to provide service to the community such as talks at church or clubs.	16 (31%)	14 (27%)	12 (24%)	4 (8%)	5 (10%)	51
8.	I have had a happy experience of living in Canada.	25 (49%)	20 (39%)	2 (4%)	2 (4%)	2 (4%)	51
9.	I have been happy with the Canadian living conditions.	19 (37%)	21 (41%)	6 (12%)	3 (6%)	2 (4%)	51

TABLE XXVII (Continued)

PERCEPTIONS OF NIGERIAN STUDENTS REGARDING THE DEGREE OF HOST CULTURE INTERACTION DURING STUDIES IN THE TECHNICAL TEACHER TRAINING PROGRAM

(TOTALS - BOTH GROUPS)

Q. NO.	INTERACTION WITH HOST CULTURE STATEMENTS	VERY SATISFIED	SATISFIED	UNDECIDED	DISSATISFIED	VERY DISSATISFIED	TOTAL RESP.
10.	The Canadian people I encountered were helpful and friendly	22 (44%)	17 (34%)	9 (18%)	1 (2%)	1 (2%)	50
11.	Working/speaking in English did not present a problem.	26 (52%)	19 (38%)	2 (4%)	1 (2%)	2 (4%)	50
12.	My medical/health problems were always taken care of/solved.	27 (54%)	17 (34%)	2 (8%)	0	2 (4%)	50
13.	Housing accommodations were satisfactory.	7 (14%)	20 (39%)	13 (25%)	6 (12%)	5 (10%)	51
14.	The Canadian climate was satisfactory.	5 (10%)	16 (31%)	11 (22%)	13 (25%)	6 (12%)	51
15.	Personal security was satisfactory.	10 (20%)	32 (62%)	6 (12%)	1 (2%)	2 (4%)	51
16.	Availability of goods and services was satisfactory.	18 (35%)	26 (51%)	5 (10%)	2 (4%)	0	51
17.	I made friends with other student quite readily.	21 (41%)	24 (47%)	4 (8%)	2 (4%)	0	51
18.	I made friends with Canadians in general quite easily.	18 (35%)	23 (45%)	5 (10%)	3 (6%)	2 (4%)	51

TABLE XXVII (Continued)

PERCEPTIONS OF NIGERIAN STUDENTS REGARDING THE DEGREE OF HOST CULTURE INTERACTION DURING STUDIES IN THE TECHNICAL TEACHER TRAINING PROGRAM

(TOTALS - BOTH GROUPS)

Q. NO.	INTERACTION WITH HOST CULTURE STATEMENT	VERY SATISFIED	SATISFIED	UNDECIDED	DISSATISFIED	VERY DISSATISFIED	TOTAL REST.
19.	I participated in a variety of enjoyable activities while in Canada.	23 (45%)	17 (33%)	7 (14%)	3 (6%)	1 (2%)	51
20	I was able to take the opportunity to travel and see many parts of Canada.	14 (27%)	15 (29%)	12 (24%)	6 (12%)	4 (8%)	51
21	The availability of food I wanted was satisfactory.	14 (28%)	19 (38%)	11 (22%)	5 (10%)	1 (2%)	51
22.	There was a wide variety of social activities in which I could have participated if I wanted to do so.	20 (42%)	21 (46%)	2 (4%)	3 (6%)	1 (2%)	47

TABLE XXVIII

PERCEPTIONS OF NIGERIAN STUDENTS REGARDING THE DEGREE OF HOST CULTURE INTERACTION DURING STUDIES IN THE TECHNICAL TEACHER TRAINING PROGRAM

Q. NO.	INTERACTION WITH HOST CULTURE STATEMENTS	GROUP I						GROUP II					
		VERY SATISFIED	SATISFIED	UNDECIDED	DISSATISFIED	VERY DISSATISFIED	TOTAL RESP.	VERY SATISFIED	SATISFIED	UNDECIDED	DISSATISFIED	VERY DISSATISFIED	TOTAL RESP.
1.	Living condition in Canada.	4 (21%)	9 (48%)	5 (26%)	1 (5%)	0	19	6 (19%)	18 (56%)	4 (13%)	3 (9%)	1 (3%)	32
2.	Security conditions in Canada.	4 (21%)	11 (58%)	3 (16%)	1 (5%)	0	19	15 (47%)	14 (44%)	1 (3%)	1 (3%)	1 (3%)	32
3.	Housing.	2 (10%)	11 (58%)	3 (16%)	1 (5%)	2 (11%)	19	7 (22%)	15 (47%)	4 (13%)	3 (9%)	3 (9%)	32
4.	Medical facilities.	4 (21%)	14 (74%)	1 (5%)	0	0	19	15 (47%)	14 (44%)	2 (6%)	0	1 (3%)	32
5.	Traveling while living in Canada.	0	8 (42%)	6 (32%)	4 (21%)	1 (5%)	19	10 (31%)	10 (31%)	5 (16%)	4 (13%)	3 (9%)	32
6.	University housing.	0	2 (11%)	10 (56%)	4 (22%)	2 (11%)	18	3 (10%)	8 (26%)	9 (29%)	8 (26%)	3 (10%)	31
7.	I was able to provide service to the community such as talks at church or clubs.	8 (42%)	4 (21%)	4 (21%)	2 (11%)	1 (5%)	19	8 (27%)	10 (33%)	8 (27%)	0	4 (13%)	30
8.	I have a happy experience of living in Canada.	7 (37%)	10 (53%)	1 (5%)	1 (5%)	0	19	18 (57%)	10 (31%)	1 (3%)	1 (3%)	2 (6%)	32

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TABLE XXVIII (Continued)

PERCEPTIONS OF REGULAR STUDENTS REGARDING THE DEGREE OF HOST CULTURE INTERACTION DURING STUDIES IN THE TECHNICAL TEACHER TRAINING PROGRAM

Q. NO.	INTERACTION WITH HOST CULTURE STATEMENTS	GROUP 1						GROUP 2					
		VERY SATISFIED	SATISFIED	UNDECIDED	DISSATISFIED	VERY DISSATISFIED	TOTAL RESP.	VERY SATISFIED	SATISFIED	UNDECIDED	DISSATISFIED	VERY DISSATISFIED	TOTAL RESP.
9.	I have been happy with the Canadian living conditions.	5 (26%)	8 (42%)	4 (21%)	2 (11%)	0	19	14 (44%)	13 (41%)	2 (6%)	1 (3%)	2 (6%)	32
10.	The Canadian people I encountered were helpful and friendly.	7 (37%)	6 (32%)	4 (21%)	2 (10%)	0	19	15 (47%)	11 (34%)	5 (16%)	0	1 (3%)	32
11.	Working/speaking in English did not present a problem.	7 (37%)	9 (47%)	1 (5%)	2 (11%)	0	19	19 (60%)	10 (31%)	1 (3%)	0	2 (6%)	32
12.	My medical/health problems were always taken care of/solved.	8 (42%)	8 (42%)	2 (11%)	1 (5%)	0	19	19 (59%)	9 (28%)	2 (6%)	0	2 (6%)	32
13.	Housing accommodations were satisfactory.	0	10 (53%)	7 (37%)	1 (5%)	1 (5%)	19	7 (22%)	10 (31%)	6 (19%)	5 (16%)	4 (12%)	32
14.	The Canadian climate was satisfactory.	0	5 (26%)	4 (21%)	6 (32%)	4 (21%)	19	5 (16%)	11 (34%)	7 (22%)	7 (22%)	2 (6%)	32
15.	Personal security was satisfactory.	2 (11%)	12 (63%)	4 (21%)	1 (5%)	0	19	8 (25%)	20 (63%)	2 (6%)	0	2 (6%)	32
16.	Availability of goods and services was satisfactory.	2 (37%)	9 (47%)	2 (10%)	1 (5%)	0	19	11 (34%)	18 (57%)	2 (6%)	1 (3%)	0	32

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TABLE XXVIII (Continued)

PERCEPTIONS OF NIGERIAN STUDENTS REGARDING THE DEGREE OF HOST CULTURE INTERACTION DURING STUDIES IN THE TECHNICAL TEACHERS TRAINING PROGRAM

Q. NO.	INTERACTION WITH HOST CULTURAL STATEMENTS	GROUP I						GROUP II					
		VERY SATISFIED	SATISFIED	UNDECIDED	DISSATISFIED	VERY DISSATISFIED	TOTAL RESP.	VERY SATISFIED	SATISFIED	UNDECIDED	DISSATISFIED	VERY DISSATISFIED	TOTAL RESP.
17.	I made friends with other student quite readily.	5 (26%)	11 (58%)	2 (11%)	1 (5%)	0	19	16 (50%)	13 (41%)	2 (7%)	1 (3%)	0	32
18.	I made friends with Canadians in general quite easily.	4 (21%)	10 (53%)	3 (16%)	1 (5%)	1 (5%)	19	14 (44%)	13 (41%)	2 (6%)	2 (6%)	1 (3%)	32
19.	I participated in a variety of enjoyable activities while in Canada.	4 (21%)	10 (53%)	3 (16%)	2 (11%)	0	19	19 (59%)	7 (22%)	4 (7%)	1 (3%)	1 (3%)	32
20.	I was able take the opportunity to travel and see many parts of Canada.	2 (11%)	5 (26%)	7 (37%)	3 (16%)	2 (10%)	19	12 (38%)	10 (31%)	5 (16%)	3 (9%)	2 (6%)	32
21.	The availability of food I wanted was satisfactory.	2 (11%)	6 (33%)	8 (45%)	2 (11%)	0	18	12 (38%)	13 (41%)	3 (9%)	3 (9%)	1 (3%)	32
22.	There was a wide variety of social activities to which I could have participated if I wanted to do so.	6 (35%)	9 (53%)	1 (6%)	1 (6%)	0	17	16 (50%)	12 (38%)	1 (3%)	2 (6%)	1 (3%)	32

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SECTION L: SELF ASSESSMENT

The next eight scaled questions on the instrument requested respondents to indicate degree of agreement or disagreement with statements relating to the ability to deal with various professional and personal activities. The students responses are summarized in Tables XXIX and XXX.

Item L1: Program Planning

Students were asked to respond to the question "I was able to deal very well with program planning". Overall, 82% of respondents indicated some degree of agreement with this statement, with only 8% disagreeing in some for. The five respondents (10%) who selected the undecided category were members of Group I.

Item L2: Time Management

Students were asked to provide self-perceptions of their own time management ability. Responses indicate very positive self assessments with 84% of all respondents agreeing strongly or agreeing with the positively worded statement. Eight percent remained neutral, with 8% expressing some indication that they were not dealing with time management very well. No group differences are apparent.

Item L3: Stress and Pressure

In response to the item "I was able to deal well with the stress and pressure", 86% of respondents agreed, or strongly agreed with this statement and 8% remained neutral.

Item L4: Workload

Seventy percent of the respondents indicated some level of agreement with the statement: "I was able to deal very well with the workload" with 8% remaining neutral and about 10% stating they disagreed with the statement.

Item L5: Finances and Money

Students were asked to state their level of agreement with the statement "I was able to deal very well with money and finances". Sixty percent indicated they agreed, while 22% selected some level of disagreement, disclosing that they had some personal difficulty dealing with money and finances.

Item L6: Housing, Clothing, etc.

This item dealt with the student's perception of his/her ability to deal very well with housing and clothing. Sixty-six percent agreed that they were effective in this area, with 18% remaining non-committal and 16% disagreeing at some level. A group difference can be observed with Group II members choosing the strongly agree category with much greater frequency (38%) than the Group I members (26%).

Item L7: International Travel

Students were asked to react to the statement: "I was able to deal very well with international travel". Approximately 54% of respondents indicated some level of agreement with this item, with 18% remaining neutral, and 28% expressing some degree of disagreement. Strong group differences were

revealed: members from the first group agreed or more strongly agreed (37%) with this statement then members of the second group (66%).

Item L8: Travel Within Canada

This item dealt with the student's perception of his/her ability to deal very well with travel within Canada. Sixty-four percent expressed some level of agreement with this statement, with 20% remaining neutral, and about 16% stating disagreement. Nearly half of Group I members (42%) selected the neutral/undecided category when responding to this item.

SUMMARY: Section L - Self Assessment

Students in the study felt that they were able to deal positively with most of the professional and personal issues or activities appearing on the instrument. With respect to dealing with program planning, time management, stress and pressure, workload, money and finances, travel both within Canada and internationally, housing and clothing, over half of the respondents in each case indicated positive self-assessments.

TABLE XXIX

PERCEPTIONS OF NIGERIAN STUDENTS REGARDING THEIR EFFECTIVENESS IN PROFESSIONAL AND PERSONAL ACTIVITIES DURING STUDIES IN THE TECHNICAL TEACHER TRAINING PROGRAM
(TOTALS - BOTH GROUPS)

Q. NO.	SELF ASSESSMENT STATEMENTS	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.
1.	I was able to deal very well with program planning.	2 (4%)	2 (4%)	5 (10%)	22 (43%)	20 (39%)	51
2.	I was able to deal very well with managing my time.	2 (4%)	2 (4%)	4 (8%)	24 (47%)	19 (37%)	51
3.	I was able to deal very well with the stress and pressure.	3 (6%)	0	4 (8%)	25 (49%)	19 (37%)	51
4.	I was able to deal very well with the workload.	4 (8%)	1 (2%)	10 (20%)	26 (52%)	9 (18%)	50
5.	I was able to deal very well with money and finances.	5 (10%)	6 (12%)	9 (18%)	16 (33%)	13 (27%)	49
6.	I was able to deal very well with housing, clothing, etc.	4 (8%)	4 (8%)	9 (16%)	17 (33%)	17 (33%)	51
7.	I was able to deal very well with international travel.	7 (14%)	7 (14%)	9 (18%)	11 (21%)	17 (33%)	51
8.	I was able to deal very well with travel within Canada.	5 (10%)	3 (6%)	10 (20%)	17 (33%)	16 (31%)	51

TABLE 055

RELATIONSHIP OF HIGHSCHOOL STUDENTS REASONING VALUE ORIENTATIONS
TO PARTICIPATION AND PERCEIVED ACTIVITIES DURING STUDIES
IN THE TECHNICAL TRAINING PROGRAM

O. NO.	SELF ASSESSMENT STATEMENTS	GROUP 1						GROUP 2					
		STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL RESP.
1.	I was able to deal very well with program planning.	0	1 (5%)	5 (25%)	8 (40%)	6 (30%)	20	2 (10%)	1 (5%)	4	14 (70%)	19 (95%)	20
2.	I was able to deal very well with managing my time.	0	2 (10%)	3 (15%)	12 (60%)	3 (15%)	20	2 (10%)	0	2 (10%)	13 (65%)	15 (75%)	20
3.	I was able to deal very well with the stress and pressure.	0	0	3 (15%)	12 (60%)	5 (25%)	20	4 (20%)	0	2 (10%)	14 (70%)	16 (80%)	20
4.	I was able to deal very well with the workload.	0	0	4 (20%)	12 (60%)	4 (20%)	20	4 (20%)	1 (5%)	4 (20%)	11 (55%)	15 (75%)	20
5.	I was able to deal very well with money and finances.	0	2 (10%)	5 (25%)	8 (40%)	5 (25%)	20	5 (25%)	2 (10%)	4 (20%)	10 (50%)	10 (50%)	20
6.	I was able to deal very well with housing, cleaning, etc.	1 (5%)	1 (5%)	4 (20%)	8 (40%)	5 (25%)	20	4 (20%)	3 (15%)	5 (25%)	8 (40%)	12 (60%)	20
7.	I was able to deal very well with transportation travel.	1 (5%)	1 (5%)	5 (25%)	2 (10%)	5 (25%)	20	4 (20%)	2 (10%)	4 (20%)	9 (45%)	13 (65%)	20
8.	I was able to deal very well with travel within Canada.	2 (10%)	0	3 (15%)	6 (30%)	5 (30%)	20	3 (15%)	2 (10%)	2 (10%)	12 (60%)	12 (60%)	20

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IV. OPEN ENDED OPINIONS

DETAILED OPINIONS SECTION

The first section of the opinionnaire consisted of a number of open-ended questions and statements designed to allow the Nigerian students the opportunity to add more detail, or explain more specifically, their perceptions of the program. These responses will be examined, item by item, for the two groups.

Responses will be summarized in order of frequency, from most common response (if any) to least common. Where more than one respondent offered a comment, the number of people, including that comment within their response, has been noted in parentheses, after the comment.

Item 1: <u>What Would you Say Gives You the Greatest Pleasure as a Vocational/Technical Teacher?</u>

Group I Responses:

The following responses were provided by the first Group:

- able to teach others what I know (3)
- teacher student relations (2)
- having an impact on technical education in nation-building and development (2)
- ability to organize what I know in logical way (2)
- working in the laboratory
- student teaching experience

- insight into how to be an effective voc/tech teacher
- dealing with adults and sharing ideas with other teachers
- getting the Bachelor of Education degree

Group II Responses:

Group II responses to this item are summarized below:

- completion of program and ability to teach (2)
- students I met during student teaching (2)
- helping others (2)
- vocational courses taken and exposure to other courses (2)
- industrial applications of education (2)
- introduce computer technology to Nigeria (2)
- industrial attachment/student teaching
- exposure to Canadian system
- do not know
- increased knowledge of what is involved in high quality programs in technical education
- application of what you learn
- course content
- ability to teach my major (2)
- teaching practice in a technical school
- teaching my trade (3)
- hard to say - no experience

To summarize this data, it appears that the most common response type is related to the ability to teach, or to

convey knowledge to others. It should be noted that it may be difficult to relate or interpret these responses in light of the seemingly ambigious way it may have been interpreted. There seems to be a number of different meanings extracted by the Nigerian students. A number of students seem to be responding to perceived satisfactions or even responses others wanted to "hear or see" regarding the program, as opposed to the "pleasure a person would have as a vocational/technical teacher". This may be because student experience as a practicing teacher is extremely limited.

Item 2: What are the Most Satisfying Features of Your Program?

Group I Responses:

Group I responses are presented below:

- meeting instructors and coordinators (2)
- exposure to different viewpoints about teaching (2)
- exposure to Canadian classrooms and industry (2)
- friendliness (3)
- my ability to complete the program (2)
- opportunity to take electives
- overcoming stresses
- working with students
- gaining insight in my area
- ability to study and get paid at the same time
- opportunity for higher education qualifications
- satisfactory teaching

Group II Responses:

Responses for this item are listed below:

- opportunity to practice teach (3)
- relevance of some courses - such as compulsory vocational/technical courses (3)
- flexibility of programs (2)
- could work in business/private area as trainer (2)
- teaching methods (2)
- theories and practical work
- time frame
- subjects related to human relations
- experiences gained from Canadian educational system
- nothing whatsoever (rather take degree in another area)
- learning how to manage technical instruction
- ability to understand school problems from teacher's and student's perspective
- I can now be helpful to my country
- goal-oriented
- work experience

To summarize, it would appear that the most commonly cited areas of satisfaction is related to student teaching, understanding of teaching and experiences with the Canadian educational system. Another source of satisfaction was the courses taken in the vocational/technical area. The program provided content and was flexible in terms of meeting the interests of the student. However it can be seen that there

are large variations in what students perceived as being "most satisfying".

Item 3: What are the Most Dissappointing Features of Your Program?

Group I Responses:

Group I members responded in the following way.

- inflexibility - not allowing choices to take courses such as engineering courses (4)
- length of time too short (program too intense) (3)
- CBIE/Nigerian lack of concern (2)
- rigidness
- not enough industrial and teaching exposure
- treating students like children
- few credits given for technical electives
- less time spent on teaching and industrial practice

Group II Responses:

These comments are summarized below.

- not allowed to study in my area, technical specialty (4)
- teaching Canadian students (4)
- industrial exposure/attachment (4)
- low financing (3)
- not certified to teach in province in which program taken (3)
- insufficient flexibility (2)
- little or no choice planning my program (2)

- poor communications
- taking too many courses in too many departments
- Nigerian Government cares little about returnees
- management of program, not well coordinated
- dealing with CBIE
- everything
- Nigerians provided inadequate evaluation of the program and administration
- practice teaching placement
- course load (sometimes)

It is much easier to summarize this data than was the case with the previous item. The most dissappointing feature of the program for some students was the fact that they were not allowed to specialize in their area of expertise. In other words they were not able to obtain a degee in engineering or whatever their specialty happened to be. Some students were not satisfied with their exposure to the teaching situation or their work with industry. There were also concerns related to administration such as the short length of program time, financing and the support of CBIE and the Nigerian Government. Finally, flexibility was also of concern for programs did not provide for provincial teaching certification. As can be seen by reviewing the comments there was also concern related to communications and financing.

Item 4: How Would You Like to See the Program Improved?

This question contained five parts or subheadings which were: courses; work experience; teaching practice; benefits/allowances and other. Responses are presented for each sub-item.

a. Courses:

Group I Responses:

With respect to courses, Group I respondents indicated that programs could be improved in the following ways:

- more engineering oriented
- increased flexibility (2)
- more options for electives (3)
- more credits, only important courses should be stressed
- continue things as they are
- more course allowance
- not enough advance course credit
- all minor courses should be in area of expertise
- relate to areas of one's technology
- include Nigerian school law

Group II Responses:

- very satisfied (3)
- more engineering courses (2)
- more electives (2)
- more credits/stress only important courses
- continue things as they currently are organized

- needs restructuring
- remove irrelevant courses (mental retardation)
- more course allowance

Although there was some satisfaction with certain aspects of the programs there were comments related to the point that programs could be improved if there was more flexibility in the options in terms of student choice. Related to this is that there seems to be a feeling that an attempt at ensuring relevance would be an improvement.

b. Work Experience

Group I Responses:

The following responses were tendered by Group I.

- no work experience necessary (3)
- should get paid for work experience (2)
- longer industrial experience (2)
- either eliminate or extend with option to pay (2)
- should be better planned, instead of rushing
- should be longer (2 to 3 months)

Group II:

Group II responses regarding how work experience could be improved are presented below:

- longer period, more exposure (4)
- should be paid (4)
- adequate (3)
- more hands-on/on-the-job experience (2)

- increase length and with stipends
- create more possibilities
- should be four weeks instead of six
- too demanding/closer supervision is needed

To summarize, it appears that two themes are expressed by the Nigerian students. First a number of students felt that they should receive some monetary reward or stipends for work experience. Secondly, the length of the work experience phase was mentioned quite often. However, some students feel that the work experience phase of the program was not necessary or should be shorter, while other students in the same group thought it should be longer.

While examining these student comments it should be kept in mind that the UNB work component was different from the U. of M. work component. At the U of M there was a more formal placing of students in an actual work situation while at UNB work exposure was contained within "study of industry" courses. In this type of activity the students were not placed on-the-job but studied organizational practices, visited plants to see theory in action and reported on various business structures. This approach was designed more as an entrepreneurial activity as verses a production worker activity.

c. Teaching Practice

Group I Responses:

The following comments were made by Group I respondents. Their comments related to how teaching practice could be improved.

- allow students to select schools (3)
- leave as is (2)
- should be scheduled at different time in school year (3)
- should be twice (once in each semester)

Group II Responses:

This group made the following comments regarding student teaching improvement.

- improve timing (5)
- increase the time (4)

d. Benefits/Allowance

Group I Responses:

Group I comments, provided with this category, are presented below:

- should be improved/increased (12)

Group II Responses:

Are summarized below.

- should be increased/related to inflation (17)

- dissatisfied (4)

Obviously, the limited number of responses, and the one theme presented, do not require a great deal of explanation. Simply stated the majority of Nigerian students felt that the benefits/allowances should be increased. This section should be examined in light of other sections which have implications, if one were to make decisions relating to level of allowances.

e. Other

An open-ended opportunity was provided in an attempt to obtain student views which might not have been dealt with in the preceeding sections.

Group I Responses:
Groups I replys to other ways of improving the program are shown below.

- sponsorship to go further in engineering and technical areas (3)
- improve communications between students, coordinators and CBIE.
- make program more relevant to student needs/more technical
- Nigerian representative should visit once a year to talk with students
- let Canadian administrators know that some Nigerians do think

- College supervisors should be well screened, selected and briefed

Group II Responses:

Group II replys are presented below.

- travel allowances should be provided (3)
- degree/certification only good in Nigeria (2)
- make it a must that students go home at least once (2)
- should be free during the summer
- more benefits for eye care coverage
- students should be taken to see other parts of Canada
- continuous evalution from both the Government of Nigeria and Government of Canada
- longer holiday
- CBIE should consult us about decisions affecting us
- program is too tight
- students criticize too much

Due to the wide variety of suggestions noted it is nearly impossible to summarize this section. As was previously the case there were comments relating to communications and the feeling that more and better communications should take place.

There were also comments related to the fact that the Nigerian graduates were not certified to teach in either New Brunswick or Manitoba. As mentioned earlier this was not an objective of the program, in fact, quite the opposite was

the case for this deletion had been made from the point when initial discussions had taken place. In any event, the majority of students did not have the technical background appropriate for certification. In other words their expertise was not in a major subject area taught in the public school system.

Item 5: <u>For an Orientation Prior to Coming to a Canadian University, Where Should it be Held?</u>

Group I Responses:

- Nigeria/Lagos (3)
- Canada (3)
- at Canadian University (3)
- state capitals (2)
- Ottawa (2)
- both Nigeria and Canada (2)
- anywhere

Group II Responses:

- Nigeria (6)
- Canada (3)
- at a university (3)
- CBIE (2)

Item 6: <u>For an Orientation prior to Returning to Nigeria, Where Should it be Held?</u>

Group I Responses:

- Canada (3)
- at respective higher institutions (3)
- no orientation necessary (2)
- Ottawa
- Nigeria
- where students are
- anywhere
- respective schools

Group II Responses:

- Canada (4)
- Nigeria (4)
- Canadian University team (2)
- Toronto or Ottawa
- at university (2)
- at Lagos
- outside the university
- at a convenient location

As with some of the earlier questions there does not seem to be a strong consensus on the location of the "return orientation". As can be seen from the question posed and the responses given there were respondents who suggested an

"orientation" prior to returning to Nigeria be done in Nigeria. It would seem that some respondents ignored the wording of the question.

The number of "no responses" or "no orientation necessary" responses suggest that orientation prior to the return to Nigeria is not perceived as a crucial issue.

Item 6B: Who Should Provide/Conduct It?

Group I Responses:

Group I suggestions are.

- CBIE (4)
- representatives from Nigerian High Commission (3)
- coordinators or other qualified personnel (2)
- anyone responsible
- the students and the supervisor
- friends and relatives

Group II Responses:

Groups II suggestions are.

- CBIE (4)
- Federal Ministry of Education/Lagos (4)
- Nigerians (3)
- both Canadian and Nigerian Officials (2)
- those responsible
- returning students

There is some divergence of opinion as to who should conduct these sessions. However, there is a fair amount of support for involvement of CBIE and Coordinators, as well as involvement of Nigerian personnel.

Item 7: What Should be Included in an Orientation to a New Situation?

Group I Responses:

When Group I was requested to respond to this quesiton, the following suggestions were offered.

- all necessary information (4)
- information on living conditions in Canada (3)
- introduction to environment prior to actual experience
- touring of some Canadian cities
- emphasize winter conditions
- caring with sincerity
- what is expected of students
- work opportunities in Nigeria
- Canadian culture, climate, turn ons and turn offs, acceptance of strangers

Group II Responses:

Group II replys are presented below.

- climate (3)
- cultural/social expectations (8)
- cost of living and accommodations and conditions (3)
- travelling (2)

- luggage allowance (2)
- food and substitutes (2)
- travelling arrangements and allowances (2)
- where and how to get things done
- anticipated problems
- more tours of industrial areas
- more opportunity to interact with Canadian citizens
- evening discussions
- contact with people who had experience in Nigeria and Canada
- the law
- information related to the new situation
- value of educational credentials
- rights of students and things not to do, and how to get help if I needed
- better entertainment facilities

As can be seen a wide variety of suggestions were made with respect to what should be included in orientation sessions. If anything comes out of this variety of suggestions it is that students want to know more, both generally and specifically, about the environment to which they are going.

Item 8: Career Preference Choices

Nigerian students were presented with ten different job options and were instructed to rank them in order of preference. They were instructed that a rank of one was to

be their most desired choice with a ten representing their least desired choice.

Results are summarized for each group, and both groups combined, in Table XXXI. For each career option, the mean or average rank given for that choice is repesented. In addition, the relative position of each career choice is given under the heading "Group Rank". In order to give some idea of the spread, or variability in rankings, standard deviations have also been included in parentheses.

Group I:

It is clear from this data that Nigerian students, in group I, strongly prefer to work in jobs that they have been trained to do, that is, teaching their area of expertise at a Polytechnic.

However, they do not rate manual work in their "area of expertise" very highly. Least preferred options are, working in a financial institution, and working agriculture.

Group II:

The results for Group II are very similar to those of Group I. Occasionally, there was a switching of positions of adjacent choices, but mean ranks are similar for both groups.

As the data indicate for Group II, the most desired job is a "technology job" with teaching at a Polytechnic/Trade

TABLE XXX1

Rank Order of Job Option Preferences Upon Return to Nigeria of Participants in the Technical Teacher Training Program.

CAREER CHOICE	UNIVERSITY of MANITOBA		UNIVERSITY of NEW BRUNSWICK	
	Group I	Group II	Group I	Group II
N	9	14	10	17
Polytechnic/trade School Teaching	1	2	2	13
Technology Job	2	1	1	1
Job in Private Industry/Business	3	3	3	2
Engineering Job	4	5	4	4
Public School Teaching	5	4	7	6
Science Related Job	6	7	6	5
Government Job	7	6	5	7
Manual Work in Your Own Area	8	8	8	8
Agricultural Job	9	9	10	10
Financial Institute Job	10	10	9	9

Institution, a close second choice. This is a reversal of the positions as compared to Group I, but it still indicates a desire to work in an area consistent with the training received from the program. Least desired careers are the same for both groups, with working in a financial institution being chosen as the least desirable.

Both Groups Combined:

When both groups are combined, teaching in a Ploytechnic/Trade school, and taking a technology job, are rated as equally, and most desirable. A job in private industry was next in terms of desirability. Engineering and public school teaching follow, with almost identical mean ranks. After this a government job and science related job follow with similar ranks. Manual work is ranked eight, followed by an agricultural job and working in a financial institution.

What is striking about these results is that there is a high degree of consistency of choices for the two groups. There is also a strong consensus regarding career choices across both groups. This is indicated by the fairly low standard deviations for the top two and bottom two choices.

CANADIAN STUDENT PERCEPTIONS

V. CANADIAN STUDENT BACKGROUND

INTRODUCTION

When an examination of the Nigerian Technical Teacher Training Project was envisioned, it was anticipated that valuable insights could be gained from an input of Canadian students who had taken courses with the Nigerian students. The perceptions of Canadian students would provide a "close range view" of the Nigerian students because of the fact that during course work they would have been cooperating with and be associated in various class/laboratory activities. The frequent encounters class/laboratory activities required, whether it was actual course assignments or coffee breaks, placed the Canadian student in an ideal position to be associated with and gain a better understanding of the Nigerian students.

CANADIAN STUDENT POPULATION AND SAMPLE

During the two year period in which the Nigerian students were enrolled in the Vocational/Technical Teacher Training project, they were in contact with a large number of Canadian students. Even though Canadian student exposure, to Nigerian students, took place in a variety of institutions and settings, the greatest exposure, as far as the formal teacher training portion of the program was concerned, was primarily within the education component of their program.

The education component included technical, pedagogical and foundational education type courses which were designed for prospective teachers. As prospective, or in some cases practising, technical teachers, both Nigerian and Canadian students were required to take these courses as part of their major or common program core. In other words these courses were required in the preparation of individuals who wanted to enter a professional teaching career. Exposure also occurred in situations other than education courses. For instance, students took courses in a minor or second teachable area, as well as a wide variety of elective areas of course subject fields. However, the greatest amount of contact with and interaction among Nigerian and Canadian students took place in the education components of their programs.

The Canadian student population identified was made up of individuals who were practising technical instructors and were studying to meet degree requirements on a part-time basis. In addition there were full-time students who were prospective technical teachers enrolled in course work in order to fulfill similiar degree requirements. The Canadian student population was engaged in coursework during the spring, summer and fall sessions of 1985. This population had taken course work with the second group of Nigerian students as well as, in the majority of cases, had experienced some contact with both the first and second groups of Nigerian students.

Canadian students were asked to identify themsleves on the basis of whether or not they had taken a course(s) and/or had class/laboratory contact with Nigerian students of the Project. Once identified a random sample was obtained and asked to complete the opinionnaire. In some cases Canadian students were not then or at the specific time of the survey, co-students with Nigerian students. However, as indicated, the participants within the sample were co-students both in the general sense of being part of a common degree program and more specifically, as co-students in terms of enrolment and participation in actual courses with Nigerians.

RESEARCH METHODS AND PROCEDURES

This section briefly outlines the sample and opinionnaire design employed in the collection of data necessary for the successful completion of the research study. The design technique was used to develop the instrument to survey Canadian students who took courses with Nigerian students who were part of the Teacher Training Project.

The investigators' interest in this research study grew out of a concern for effective implementation of the program. The study was to identify the successes and failures of the programs implementation. Perceptions of Canadian along with Nigerian students as well as perceptions of instructors/professors and advisors were considered as a primary source of evaluative information.

In summary the perceptions of the various participants were considered useful for the evaluation of this as well as similar international programs. This study generated information on areas of weakness, to be eliminated, and strengths to be reinforced.

OPINIONNAIRE DESIGN

A preliminary draft of the instrument was developed by the investigators at the participating institutions. In order that consistency in data collection and analysis could be maintained, the instrument was examined within the confines of the respective institutions. In doing this the investigators utilized faculty expertise, including those faculty members who had international experience. In addition Nigerian student and graduate student expertise was used. Based on the various inputs the opinionnaire instrument was revised and reorganized. It was at this stage (spring 1985) that the Project Directors met and finalized the format of the instrument which was used in the research study.

DATA COLLECTION

Data were collected from the Canadian students during extension and fall terms of 1985. Canadian students who had taken courses and had been in contact with Nigerian students of the Teacher Training Project, some of whom were in contact with the Nigerian students at the time of the

survey, were identified and requested to complete the opinionnaire instrument. Sixty two students received the opinionnaire, thirty two at the Univeristy of Manitoba and thirty at the University of New Brunswick. Four opinionnaires were not returned resulting in a response rate of 86.6%.

DATA ANALYSIS

The purpose of this section was to analyze the results of the sixty (60) Canadian students whose perceptions of the Nigerian Technical Teacher Training Project were sought. These students had previous classroom contact during their scheduled professional education courses at one or more of the participating institutions.

Since the purpose of the study was to provide some measure of the successes and shortcomings of the program, this segment of the study was conceived as a feedback system to provide data for and reflect upon evaluative information regarding program implementation. Information provided in the opinionnaire survey was analyzed manually and presented in descriptive form.

CANADIAN STUDENT RESPONDENTS

Sixty opinionnaires that were distributed were, completed and returned. All respondents, as indicated earlier, had had some contact with the Nigerian students. However, it should be noted that it is not possible to ascertain how

many courses, amount of contact or the number of Nigerian student contacts which had been encountered.

Results are presented in the following major topical areas.

1. Type of course taken with Nigerian students.

Twenty three students stated that contact occurred during required courses while 7 indicated contact had occurred during elective courses.

When asked to provide information regarding the format of the course taken, 14 respondents 46.6% noted th;at the class had been a classroom/lecture situation, with 5 persons 16.6% indicating that coursework had been a group work in shop/lab approach while 11 respondents reported a combination of the two approaches noted previously.

2. Contact outside the classroom

Eight of the respondents 26.6% indicated that their contact with Nigerian students had been restricted to the classroom type of environment. Twenty two or 73.3% noted that contact had taken place both within the formal setting of the various institutions as well as outside the "classrooms". In most cases the outside-of-class contact was in the student lounge or cafeteria during lunch, coffee break or informal get-together work sessions.

When respondents were asked what types of out-of-classroom contact had been experienced, there was a fairly predictable

series of responses. Following is a listing of these responses noting the type of contact along with the number of students who mentioned that particular type of contact.

Types of contacts were:

- hallways/coffee breaks/between classes (24)
- social events/school related social events (4)
- church groups (3)
- course related group activities (2)
- casual acquaintance (2)
- sparts meetings (3)
- committees (2)
- friendships (2)
- no contact (4)

3. Perceptions of Nigerian Student Classroom Participation

When asked if both Canadians and Nigerians were required to participate in group activities in the course(s), all respondents indicated in the affirmative. Comments revealed that most group work had been undertaken during in-class time with occasional assignments requiring outside of class group work to be carried out, for example the interviewing of business personnel or school administrators.

With respect to whether the Nigerians did their "fair share" of group work the majority of respondents indicated that the Nigerians did their fair share and respondents did not place and qualifications on their response. A significant number

of respondents stated that the Nigerian students did more then their fair share.

A few students declined to answer this question because they had not had personal experience with the Nigerian students in a group work situation. Four respondents stated that most Nigerian students did their share, reflecting the view that individual differences had occurred. Only two respondents seemed to feel that the Nigerians students with whom he/she had come in contact were below average in this respect. Judging this latter response in light of the others it would seem that this person had experienced contact with only one Nigerian student.

Canadian students reported that they felt that the Nigerians were "eager, helpful and very active".

4. Positive and negative aspects associated with classroom contact.

Generally, comments in this section were of two types; remarks regarding personal and social qualities and remarks pertaining to what had been learned from contact with the Nigerian students.

There were many positive comments and those related to personal qualities are listed below:

- friendly and easy to get along with
- hard workers/contribute/helpful
- sense of humour

- intelligent (4)
- attentive (3)
- participate very well

Other comments are as follows:

- I learned about Nigeria (7)
- gained an insight into the coup
- realized how lucky I am to live in Canada
- learned about life and education in other countries (3)
- learned about Nigerian educational system (3)
- exposed to different views

One comment deserves to be highlighted, for in a very real way and to some degree it was shared by many of the Canadian students. One student wrote that "I feel my resentment I had regarding their sponging off our system is gone". Judging from this comment and the many others of a related tone there had been a great deal of learning, in terms of "attitude adjustment" which had taken place.

Very few negative comments were noted. Half of the respondents indicated that they had no negative comments as a result of their encounters with the Nigerian students. Four respondents commented that on occasion a Nigerian student was a source of disruption of classroom activities. It should be noted that these comments were made with respect to only two particular Nigerian students - interestly, there was one of these "disruptive students" in Fredericton and one in Winnipeg. Ten respondents though

that certain concepts had to be repeated so Nigerian students would understand them, while there were 18 comments making reference to difficulties in understanding Nigerian accents. Finally, there were a few comments relating to the point that the Nigerian students rarely, if ever, spoke of themselves, home or lifestyles. This may or may not be negative in light of the fact that many Canadian students reported that they found the Nigerian student to be friendly.

5. Did Nigerian students provide a different "flavour" to coursework?

Of the 30 respondents, 18 indicated that the inclusion of Nigerian students did not result in a different course "slant". A few respondent offered interesting additional comments regarding this aspect. Three mentioned that in a class of 25 to 40 there were only "one, two or three" Nigerians, so that their effect was minimal. Another respondent suggested that they did not alter the "flavour" of a course since "they did not offer much input to class discussion".

A significant number (12) of Canadian students indicated that the presence of the Nigerian students did indeed give a different course "flavour". All of these respondents reported that this was beneficial for it provided an opportunity to be exposed to another point of view. These Canadian students noted that this "changed flavour" informed

them of another culture in general and a different educational system in particular. These students were thankful for this opportunity, for additional learning would not have taken place had it not been for Nigerian student participation.

6. Degree of integration with Canadian students

As things turned out this question was ambigious. Thus, there is no definite interpretation of the data. In other words the responses obtained may not be valid. However, many respondents provided an explanation regarding their perception as to whether or not the Nigerian students had integrated with Canadian students. The comments were as follows:

- yes they did integrate (10)
- yes and no - depends on the person (4)
- no because they seemed to stick together (6)
- in class they integrated - outside of class they remained in their own groups(s) (10)
- tended to stay in group, but this is natural (1)
- fit right in (4)
- associated with their own but did not intentionally shut out others (3)
- made an effort to fit in (3)
- no they didn't integrate (1)

It appears that there is a wide diversity of opinion regarding the extent to which the Nigerian students integrated with Canadian or other students. It should be noted that while some Canadian students felt that they did not extensively integrate, this was felt to be natural and understandable. One Canadian student indicated that "it was the fault of the Canadian students for the Nigerians being left out of things". This may explain why some Nigerian students did not become more involved with other students.

7. Is it beneficial to bring Nigerians...for advanced study?

When asked whether they thought it was of benefit to bring Nigerian students to the university, 25 respondents (83.3%) indicated the "yes" option, with 3 respondents selecting the "no" option while 6 failed to respond.

Of those indicating a "yes", they went further and suggested some qualifications. Six respondents indicated that the program was beneficial with the condition that it, in turn, be of benefit to the Nigerian educational system.

When asked if "...it is advisable to have Nigerians come to their particular teacher education program". Nineteen indicated (63.3%) the "yes" option. One person selected the "no" option and (7) did not respond. General comments noted that it is advisable if comparable preparation programs are not available in Nigeria or if training is beneficial to

that country. In fact two Canadian students suggested that Canadian programs were, as they stated it "state of the art and we would like to share it with others".

Seven respondents noted that it was advisable because of the knowledge and understanding, about other people, that it provided for Canadian students. There were a few Canadian students who did not make any comments regarding the benefits to them.

8. Improving the learning environment for Canadian and International students, and other general comments.

When asked for suggestions as to how the learning environment could be improved, 12 respondents did not have any comments and 8 stated that no improvements were necessary.

A significant number of students made suggestions noting that a greater attempt should be made to introduce the Nigerians and explain why they were in Canada. Other comments related to "keep things informal" and the single word "meetings" was mentioned. Finally, there was one individual who suggested "omitting international students".

The Canadian students supplied a number of "general comments" regarding the program. Following is a summary of these comments.

- bothered me that Canadian students made limited attempts to get to know the Nigerians
- provide a better understanding of their way of life
- interesting and beneficial to learn of different backgrounds and cultures
- liked the variety
- because of the level of intelligence of the students in the class all discussions were more interesting and stimulating
- get all students more involved
- being exposed to the Nigerian students...made me a better person
- Nigerians tended to blend right in
- would have like to know more about them
- sometimes there was a language barrier
- provide a social and/or subject area club to promote understanding and social intercourse

9. Summary: Canadian Students

For the large majority of students, contact with the Nigerians was seen as beneficial, and apparently, enjoyable. Many positive comments were offered about the personal qualities of the Nigerian students and how much could be learned from them.

Negative comments were rare. A few respondents commented on the language differences, at least the initial difficulty in understanding the Nigerians and than occasionally the

instructor had to repeat things for the benefit of the Nigerians. Another common comment was that the Nigerians did stick together, especially when outside of class, but this was usually followed by some indication that this was quite natural under the circumstances. It did not appear that this was a major criticism. In fact, a few comments related to the fact that they, as Canadians, felt "free to speak to and join in with any group of Nigerians because they always spoke English". Certain other African groups, it was noted, spoke their "home language' which, since it was not understood, tended to keep others out of the group.

It appears that the majority of Canadian students had very positive perceptions of the Nigerian students with whom they came in contact. This was continually indicated by the positive statements which were made.

Comments indicated that accents and language differences were noticed but these difficulties seemed to diminish as the Canadian students became more familiar with listening to the accents. Canadian students did not seem to have a great deal of social contact, at least of an informal nature, with the Nigerian students. However, there was a "fair amount" of "over coffee" contact. As noted previously there were some Canadian students who suggested that it would have been helpful to have known more about the Nigerians, their educational system and their way of life, as well as the program goals, objectives and student's reasons for

participation in the programs prior to the commencement of classes. It was felt that this might have helped integration take place to a greater degree.

R E C O M M E N D A T I O N S

There were a number of recommendations resulting from the input received from the Nigerian and Canadian students. The nature of certain of these recommendations is such that there is a much better perspective obtained if examined after consideration of perspectives of all population groups.

Postponing the presentation of recommendations until after the examination of faculty/advisor perceptions provides the "vantage point" from which suggestions can be reviewed and objectively assessed.

Thus recommendations "drawn" from Nigerian and Canadian student perceptions - Report II are combined with the recommendations "drawn" from faculty and advisor perceptions - Report II and presented at the end of the second Report.

Recommendations are presented within the following categories:

1. General
2. Nigeria
3. Preparation for Departure - Leaving Nigeria
4. Arrival in Host Country
5. CBIE
6. Institute of Environment and Community
7. Project Personnel - Professors - Advisors
8. Porgrams
9. Living - Integration
10. Departure - Leaving Canada

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